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ABSTRACT

The curriculum guide presents an objective-based vocational guidance program for disadvantaged students, K-12, offering local school districts in Pennsylvania a guidance model that may be modified to individual school settings in response to local and individual needs. Explicit, sequential learning modules are presented for grade level groupings and include a wide range of activities for various sub-groups of students in the following broad areas: self, education, careers, decision-making, and economics. Each area contains 4-12 units within each of the categories: vocabulary, knowledge, attitudes, and skills. Individual units contain a unit goal, developmental objectives, and activities, behavioral evaluations, preparations, and resources for each objective. The developmental sequence followed by the guide focuses on: developing insights about self and environments (K-3); developing awareness, with emphasis upon the effect of specific psychological factors (4-6); examining social and academic exploration and decision-making (7-9); dealing with specifics in terms of interests, abilities, and values and linking school and the student's immediate future (10-12). Suggested basic strategy for using the guide includes introducing concepts and activities at the point judged appropriate for student sub-groups based upon sample needs data, and then, at a later level, repeating similar experiences of emphasis and refinement. (LH)

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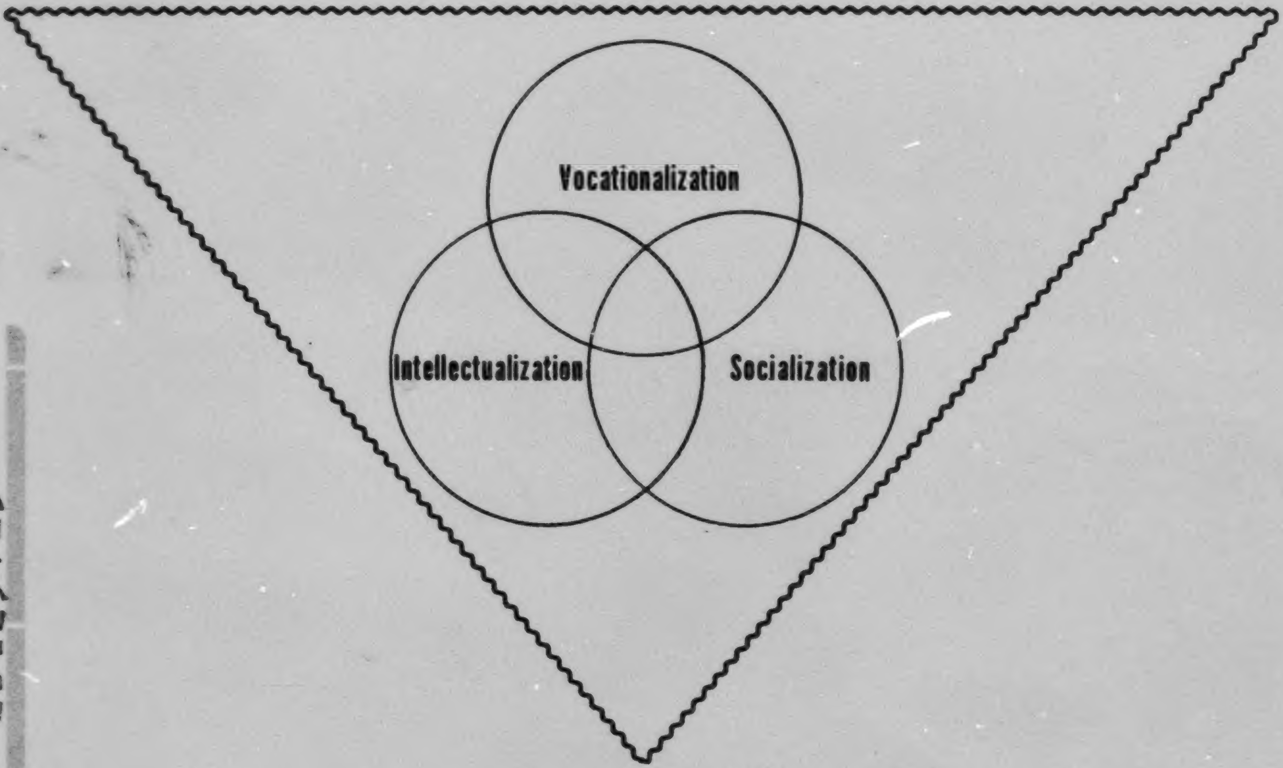
Vocationalization
Intellectualization
Socialization

VOCATIONAL GUIDANCE PROGRAMMING

AN OBJECTIVE - BASED PROGRAM

Prepared under a grant from:
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Pennsylvania Department of Education 1975

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VOCATIONAL GUIDANCE PROGRAMMING

For

DISADVANTAGED STUDENTS

(an objective-based program)

Forword

This program was developed by staff members of the Counselor Education Department, School of Education, West Chester State College. Funding was provided by the Bureau of Vocational and Technical Education in the Pennsylvania Department of Education.

The principal author in the project was Edward Smith with Martha Dewees, Joan Feige, Suzanne Pentek and William Whiting as co-authors.

The rationale for the development of this program is to offer local school districts an objective-based guidance model that may be utilized in part or total, depending on the results of a needs assessment of disadvantaged students in that district. The program is not intended to be absolute in nature, but rather a model that may be modified to the setting in which it will be implemented.

The guide entitled Vocational Guidance Programming for Disadvantaged Students is based on the conceptual model used in the Pennsylvania Career Development Guide, Grade K-12. By using the same model for both guides, teachers and counselors throughout the Commonwealth can more easily construct programs fitted to the full range of youngsters with whom they work. It should be noted that the conceptual model is theoretically sound for the vocationalization of all students. However, when programming for disadvantaged persons, there must be variations in the content of the experiences, the degree of concreteness of activities, the temporal sequence of the units, and more opportunities for relating the experiences to the immediate environment of the student.

A basic strategy used in the program is one of introducing concepts and activities at the point judged appropriate based on sampled needs data and then at a later level repeat similar experiences for purposes of emphasis and refinement.

Introduction

The intent of the authors of this program is to prepare an explicit, sequential collection of learning modules which can be used by teachers and counselors to facilitate the career development of disadvantaged children in the schools of the Commonwealth.

It should come as no great surprise that the term "disadvantaged" cannot be operationally defined until specific cases are identified and evaluated. In others words the declaration "disadvantaged" must be based on data secured locally and than an exact set of criteria developed in terms of an individual and/or sub-group.

The data upon which judgments were made relevant to the content of this program were collected from nine cooperating school districts in the southeastern sector of Pennsylvania. When analyzing the data, the research team made every effort to include a wide range of activities which could be applied to various sub-groups of youngsters. The challenge to the professional educator is to know their students, know the dynamics of the community, recognize the range of available resources, and to be able to select the appropriate educational experiences. This guide provides school districts with an objective-based guidance program that may be utilized in part or total, depending on the results of a needs assessment conducted locally.

Thus, the first step toward accomplishing a viable vocational guidance program for disadvantaged students is an assessment of needs and available resources to accommodate those needs. The formation of a program without a reasonable needs assessment will undoubtedly result in having no reliable information upon which to make programmatic decisions. With no "game plan" as such one cannot hope to fill the holes in the developmental process and will randomly affect the growth of students. Your first priority is to the students.

By programming in terms of determined needs in their educational, vocational and personal-social development you are contributing to their awareness of, and adaptation to, that part of the real world which has significance to them individually.

As one reviews the various compotents of this program, it will become obvious that most of the activities are designed to be conducted in group settings by counselors, teachers, or both working jointly with the students. It was the intent of the authors to heavily load this program with group procedures because of the nature of the sub-groups for whom it was designed. However, one must not assume that all other guidance processes and other techniques should be abandoned. Individual counseling and interviewing, pupil assessment, consultation and other such functions should be appropriately utilizied consistent with conditions and sound professional judgment.

A vital aspect of an objective-based guidance program is evaluation. The evaluative strategy incorporated in this program is typically referred to as "first line" evaluation of student outcomes, i.e., results. Quite simply that means that one must conduct an evaluation on each person for each activity. The evaluative data can be secured either in an objective or subjective fashion. The crucial factor is to collect data on each student in terms of each of the developmental objectives. It should be obvious that no one bit of evaluative data will be significant; however, if the data from each of the activities is carefully collected, categorized and analyzed, it will result in a revealing developmental profile for each student. Further, it will establish a data base upon which you can modify the program structure, establish realistic performance criteria, and demonstrate the degree of effectiveness being accomplished by the program.

This program was formulated on the basis of developmental propositions. Hence, it is important to realize that in order for students to profit from activities recommended for certain grade-levels that individuals must have a readiness and a desire to master the tasks contained in the activity. It is incumbent upon the professional educator to properly assess the individual and then expose to the appropriate sequence of learning experiences.

During the primary grades the principal goal of career development education is development of insight about self and the environments to which one is exposed. In the intermediate grades there is a continuation of this theme of awareness but with a bit more emphasis upon the effect of specific psychological factors.

In the junior high school the tasks associated with exploration, both academic and social, as well as decision-making take on paramount importance. The experiences must be designed and conducted in such a fashion that the utility of each is readily visible to the adolescent.

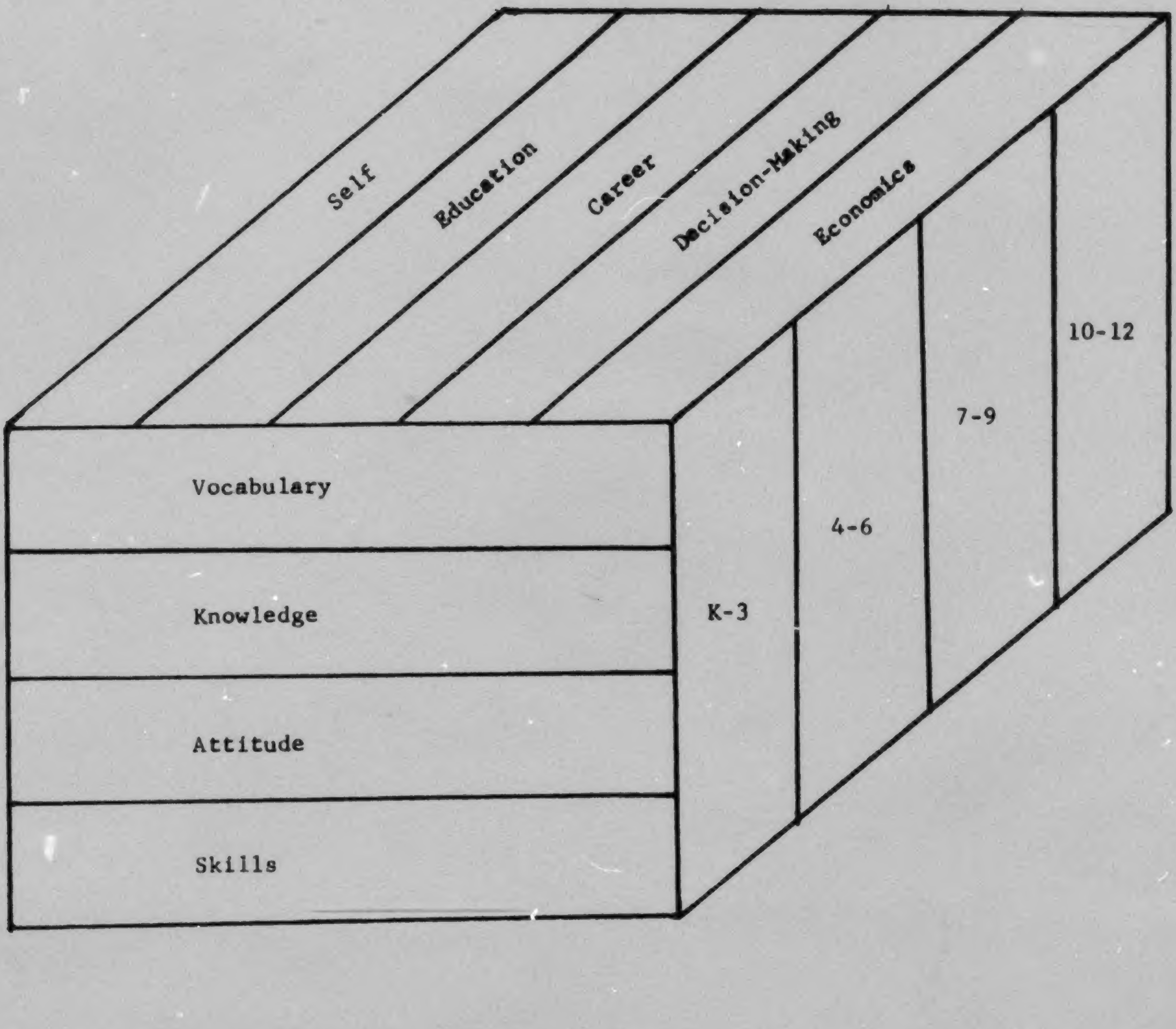
At the senior high school level the program must assist the individual in finalizing a personal plan which will carry the student from the secondary school to the next station in life. This means that specificities must start replacing generalities in terms of interests, abilities and values. The linkage between school and the individual's immediate future is an absolute necessity.

Vocational guidance programming for the enhancement of career development is not the sole responsibility of any single component of an educational system. The goals and objectives of this program can best be accomplished when the unique competencies of both teachers and counselors are blended in such a fashion that the results are a coordinated effort.

As you use this guide consistent with local conditions and student populations, the authors would appreciate feedback on how it was used, on types of modifications in activities, on methods of recording and analyzing evaluative data and any other type of comments you wish to make.

The conceptual model for the development of this program is graphically displayed below on this page. Each cell of the matrix should be interpreted as a component of career development programming. This program outlines the specific goals, objectives, activities, and evaluation for each component of the model, e.g., self vocabulary, decision-making skills.

CAREER DEVELOPMENT MODEL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I. NEED: SELF VOCABULARY (K-3)

A. Unit goal: to facilitate the development of a broadened self vocabulary.

1. Developmental objective: to be able to distinguish the self characteristics of interests, abilities and emotions.

a. Activity: have each student cut out two pictures that represent things he/she likes to do, two pictures that represent things he/she can do well, and two pictures that represent feelings he/she has had. Then students discuss their pictures and explain their choices.

Behavioral evaluation: students will break up into pairs. Each student will show his/her six pictures to the other in his/her dyad and that student in turn identifies which two pictures represent interests, which abilities, etc. to the other student's satisfaction (or teacher's).

Preparation: explain to the students that all people have particular things they like called interests, things they can do well called abilities, and things they feel called emotions. Give examples.

Resources: magazines.

b. Activity: have each student role play with puppets one thing he/she is interested in, one thing he/she is good at doing, and one emotion he/she feels often. Other students try to identify the category and tell why the role player chose the specifics he/she did.

Behavioral evaluation: each student will match correctly:

interest	"I feel happy when the sun shines"
interest	"I'm a great jump roper"
interest	"I love to look for different kinds of bottle caps"
ability	"My mother likes to clean up, but I don't"
ability	"Sometimes I get very bored"

ability	"My father likes to cook"
emotion	"I can get all dressed by myself"
emotion	"When my cat died, my stomach hurt a little"
emotion	

Preparation: same as I, A, 1, a.

Resources: role playing, puppets.

2. Developmental objective: to be able to distinguish the names of different kinds of emotions.

a. Activity: have students form circles of from four to six students each. Each student tells the one next to him/her the name of an emotion which that student then acts out. The other students try to determine which emotion it is.

Behavioral evaluation: each student will give two examples each of three emotions and explain, to the teacher's or counselor's satisfaction, the difference between them.

Preparation: suggest that all of us have emotions and that there are many different kinds that we feel at various times.

Resources: pantomiming.

b. Activity: using large pictures selected by the teacher, have students develop a story illustrating as many feelings as possible. The first student starts the story, then each student, in turn picks it up and adds onto it.

Behavioral evaluation: each student will state or write five emotions that come from the class story.

Preparation: same as I, A, 2, a.

Resources:

B. Unit goal: to examine various physical characteristics of people.

1. Developmental objective: to be able to identify characteristics of

height, weight, hair color, eye color, and skin color.

a. Activity: have students pick out, from a Sears catalogue, children that are both similiar and dissimilar to themselves with respect to height, weight, and hair/eye/skin color.

Behavioral evaluation: each student will name at least two physical characteristics that he/she shares with the student next to him/her and at least one that differs from that student's.

Preparation: explain briefly that people may vary greatly with respect to appearance especially the physical characteristics of height, weight and coloring.

Resources: Sear Catalogue.

b. Activity: have students color the faces of the UNICEF dolls and consider which characteristics they think are usually associated with which kinds of people.

Behavioral evaluation: students will name at least one characteristic that he/she shares with at least one doll; students will name two characteristics that are not distinguished on the dolls.

Preparation: same as I, B, 1, a.

Resources: UNICEF dolls, art materials.

2. Developmental objective: to examine the variety of physical characteristics that might be apparent in the same grade level.

a. Activity: have each child draw a picture of him/herself on one side of a piece of paper. Characteristics of size and coloring should be included. On the other side of the paper, each student draws a picture of the student next to him/her. Students can then talk about the differences between the two pictures.

Behavioral evaluation: each student will compare him/herself with another student in the room on the following characteristics:

taller or shorter

heavier or lighter

eyes darker or lighter

hair darker or lighter

skin darker or lighter

Preparation: same as I, B, 1, a.

Resources: art materials.

b. Activity: have students bring in (or if possible take themselves) snap shots and put them together to make a collage to represent their class.

Behavioral evaluation: students will look at the collage and identify at least four out of the five characteristics of height, weight, and hair/eye/skin color and associate the differences with specific classmates.

Preparation: same as I, B, 1, a.

Resources: cameras.

c. Activity: have one student describe another in the class without naming him/her. As soon as the described student recognizes him/herself, that student describes another and so forth until several or all students have been described.

Behavioral evaluation: each studentwill write or state to the teacher's or counselor's satisfaction, a five line riddle, "Who am I?" using only physical descriptors.

Preparation: same as I, B, 1, a.

Resources:

I. NEED: SELF VOCABULARY (4-6)

A. Unit goal: to facilitate the development of a broadened self vocabulary.

1. Developmental objective: to be able to distinguish the self characteristics of interests, abilities, emotions and self concept.

a. Activity: have students cut out pictures from magazines of things they like to do, things that make them feel good, things that are important to them, people who are like them, etc. Each student arranges the pictures in whatever way he/she chooses without identifying them by name. Other students guess who did each collage and attempt to explain why each picture was included.

Behavioral evaluation: each student will categorize correctly (as to interest, ability, emotion, self concept) either orally or written, at least six of the following lists of phrases:

"I get lonely sometimes"

"I like to watch Evel Knievel"

"I am too old for Sesame Street"

"Sledding is really fun"

"My brother thinks he's so cool"

"I do arithmetic problems easily"

"Sometimes, I feel like dancing"

"I'm pretty good at putting puzzles together"

Preparation: suggest to students that people are complicated and have many different sides involving interests, things they can do well, feelings, ways of looking at themselves, etc. Introduce the concepts briefly and give an example of each (e.g. an interest is something you like; playing football might be an interest). Allow for some discussion, especially with the idea of self concept.

Resources: magazines, art materials.

b. Activity: have students separate by two's and each student pantomimes to the other an example of an interest, ability, emotion and self concept while the other tries to identify the characteristic.

Behavioral evaluation: each student will state at least two examples each of an interest, ability, emotion and self concept.

Preparation: same as I, A, 1, a.

Resources: pantomiming.

2. Developmental objective: to be able to distinguish the names of different kinds of emotions.

a. Activity: select pictures from magazines which depict specific feelings; show them to students and ask them to identify which emotion is expressed and attempt to explain the specific reasons for identifying it that way.

Behavioral evaluation: students will identify at least five of a set of emotions that are pantomimed by class mates

anger
hatred
boredom
happiness
love
grumpiness
sadness
friendliness
frustration

Preparation: explain to students that all of us have many different kinds of emotions which affect us at different times.

Resources: magazines.

b. Activity: have students make collections of words describing the feelings they experienced that day.

Behavioral evaluation: each student will identify at least four feelings as he/she observed their manifestation on the playground recently.

Preparation: same as I, A, 2, a; guide activity to include a broad range of words.

Resources:

c. Activity: compile a list of words that reflect interests, emotions, abilities and self concept. Have students make with one color those attributes which are most like him/her. Then with another color,, they mark those attributes they'd like to possess.

Behavioral evaluation: each student will list at least three characteristics that are like him/her and three that he/she would like to have.

Preparation: same as I, A, 2, a..

Resources: art materials.

3. Developmental objective: to begin to recognize the importance of values.

a. Activity: have students make individual posters called "What's Important to Me", either by drawing, painting or collecting small symbolic objects (e.g. shells for the quietness of the seashore). Posters should be displayed so each student can see what is important to others.

Behavioral evaluation: each student will list at least two things that are important to him/her and from the other posters, two things that are important to others.

Preparation: introduce the word "value" as it implies something important to you as an individual. Stress can be placed on immediate family, special friends, having a lot of marbles, being good at jump rope.

Resources: art materials.

b. Activity: several students tape interviews with a teacher, a custodial worker, and a school office worker and ask what is important to them. The tape is played in class and the students consider the differences and/or similarities.

Behavioral evaluation: each student will name three values and rank them according to personal importance.

Preparation: same as I, A, 3, a.

Resources: tape recorder(s).

B. Unit goal: to examine various physical characteristics of people.

1. Developmental objective: to be able to identify characteristics associated with different racial groups.

    a. Activity: have students tape an exchange designed to go to a foreign student from Africa, from England, and from South Korea. They describe their own racial characteristics and explain to the foreign students how they differ and how they are similar.

    Behavioral evaluation: each student will place him/herself in one of the three major racial groups (Caucasian, Negroid, Oriental) and state to the teacher's or counselor's satisfaction, one way in which he/she differs from the other groups and at least two ways in which he is similar.

    Preparation: explain the three racial groupings to students and connect their origins to various parts of the world; some emphasis might be placed on the United States as a country whose historical evolvement has encouraged immigrants from all parts of the world.

    Resources: tape recorder.

    b. Activity: have students write letters to real or imaginary pen pals and describe themselves physically, with or without an accompanying drawing.

    Behavioral evaluation: from a hat, each student will draw a name of another student and identify precisely at least three characteristics of that other student. Then he/she will compare those three characteristics with his/her own and describe to the teacher's or counselor's satisfaction how they are similar and/or dissimilar.

Preparation: same as I, B, 1, a.

Resources:

2. Developmental objective: to examine the variety of physical characteristics that might be apparent within the same grade level.

   a. Activity: have tallest student in the room and the shortest stand back to back and be measured. Students figure out the difference in height by inches. Then the students are weighed and it is determined whether the tallest is also the heaviest and the shortest, the lightest. If this is not so they consider why. Students can then make a list of all the hair, eye and skin colors that are observed in the room.

   Behavioral evaluation: each student will name at least three variations each in height, weight, and hair/eye/skin colorings by associating them with specific students.

   Preparation: suggest to students that we inherit much of our body type from out parents and that they may vary a great deal.

   Resources:

   b. Activity: have students make a frequency chart for their classroom members for the following characteristics: blue eyes, brown eyes, green eyes, black skin,white skin, yellow skin, brown skin, blond hair, black hair, red hair, tall, medium (actual average or median if possible), short, male , female. From the results of the tabulation, students draw up, verbally or graphically, or both, their average class member and name him/her.

   Behavioral evaluation: each student will list all the characteristics he/she shares with the average student and all those he/she does not share.

Preparation: same as I, B, 2, a.

Resources:

3. Developmental objective: to examine the significance of various physical characteristics for the jobs or activities we do.

   a. Activity: have students cut out magazine pictures of people doing jobs and discuss whether these people need to be tall or short or fat or thin or whether they need to have other special physical attributes.

      Behavioral evaluation: each student will rank in order of importance to him/her the five physical characteristics of height, weight, hair/eye/skin color for each of the jobs or activities he/she does.

      Preparation: same as I, B, 2, a; add that while our physical characteristics may vary in actual inches or colors, they also vary in importance for our jobs or activities.

      Resources: magazines.

   b. Activity: using their composite average class mate, have students consider whether or not there are any particular activities (e;g. sports, etc.) for which this student would be especially suited. A second composite classmate can be made from the data on the least average characteristics; then students can consider whether there are any special activities for which this student would be well suited.

      Behavioral evaluation: each student will list two activities or jobs which require certain physical characteristics (which he/she identifies) and at least three activities or jobs on which the five physical characteristics are basically not influential.

Preparation: same as I, B, 3, a.

Resources:

C. Unit goal: to introduce the ideas of aspiration and expectation and their potential conflict.

1. Developmental objective: to be able to distinguish aspiration from expectation in relation to the self.

   a. Activity: after watching a film on the life of a well known person, have students discuss in what way they would like to be like that person and in what ways they expect to be like that person (or don't expect to).

   Behavioral evaluation: each student will provide the name of at least one prominent person in the news (e.g. Evel Knievel, Gerald Ford, Indira Gandhi, Cher Bono) and give to the teacher's or counselor's satisfaction, two ways in which he/she would like to be like that person and two ways in which he/she does/does not expect to be like that person.

   Preparation: explain briefly the meanings of the terms aspiration and expectation and suggest that they are very important to us and influence much of our lives, especially decisions and activities.

   Resources: biographical film.

   b. Activity: have each student, using hand puppets, act out the thing he/she most wants to be (a mother, an electrician, happy, tall, etc.) and one thing he/she expects to be. Have the students identify which is aspiration and which is expectation to the puppeteers satisfaction. If possible, the puppeteer should explain the distinction he/she has made in personal terms. If no distinction is made, the teacher can guide discussion about the significance of a unified aspiration/expectation.

   Behavioral evaluation: each student will state at least three of his/her aspirations (in all areas of his/her life) and then identify the corresponding expectations.

Preparation: same as I, C, 1, a.

Resources: puppets.

2. Developmental objective: to be able to distinguish aspiration from expectation in relation to work.

   a. Activity: students take a field trip to a local company or factory that employs a large number of people in the community (including some students' parents if possible). With an inexpensive camera, each student takes a picture of one other student who is role playing a job they see on the trip. If possible, this should be done on the site of the trip. Later, each student discusses whether he/she would aspire to do that particular job and whether he/she might expect to do that or a similar job for that or a similar company.

   Behavioral evaluation: each student will match correctly at least four of the following pairs:

aspiration	"I'll probably work in the factory like my Dad"
aspiration	"I couldn't ever go to college"
aspiration	"I'd love to be a doctor someday"
expectation	"I could never play hockey like Bernie Parent"
expectation	"I hope I can finish high school"
expectation	"I wish I could travel all over the world"

   Preparation: same as I, C, 1, a; stress relation to jobs and work preparation.

   Resources: camera(s), role playing, transportation.

   b. Activity: have each student cut out one picture depicting a job he/she would like to do. Then students discuss the possibilities of actually having each job. Students should be encouraged to react to one another's aspirations and to state their own expectations with explanations.

Behavioral evaluation: each student will list at least three jobs he/she would aspire to and then give to the teacher's or counselor's satisfaction, at least two reasons why he/she does or does not expect to be able to do those jobs.

Preparation: same as I, C, 2, a.

Resources: magazines.

D. Unit goal: to introduce the basic idea of self concept.

1. Developmental objective: to become acquainted with the consequences of a positive and then a negative self concept.

a. Activity: have students talk about the differences that result when one feels good about him/herself as opposed to when he/she feels bad about him/herself. Several students then role play open ended sentences:

"When I feel happy, I like to . . . . ."

"When I feel sad, I , , ..."

"When I feel stupid, I . . . ."

Behavioral evaluation: each student will describe (not necessarily define) to the teacher's or counselor's satisfaction, the terms positive and negative self concept. Students will match correctly the following pairs of phrases (orally or written on the blackboard) with the terms "positive self concept" and "negative self concept"

"I am not very nice"

"I feel terrific"

"I can't do anything right"

"I can play football almost as well as Joe Namath"

Preparation: suggest briefly to students that how they see themselves may make a big difference in what they like to do, how well they do in school, how well they get along with their friends, etc. Use a few simple illustrations e.g. The Little Train That Could.

Resources:

b. Activity: have students role play a situation in which the participant feels good about him/herself and in which he/she feels bad about him/herself. Other students identify which is which and talk about the specifics of the behavior that are visible and accountable for the variation in label.

Behavioral evaluation: each student will be given a situation (e.g. playing ball) and will role play it, to the satisfaction of the teacher or counselor, with both a positive and a negative self concept.

Preparation: same as I, C, 2, b.

Resources: role playing.

2. Developmental objective: to be able to associate positive and negative self concepts with specific group behaviors.

a. Activity: have students form one or two small groups and sit in a circular pattern. Each student relates a recent incident of his own behavior in a group (e.g. "The last time I went to Sunday School, I . . . " or "Yesterday on the playground, I . . . ") The student sitting on his/her right then tries to associate the related behavior with a positive or negative self concept. The students should react and discuss the incidents.

Behavioral evaluation: each student will state at least one hypothetical group situation in which certain behaviors suggest a positive or negative self concept. (situations may be unrealistic or fanciful)

Preparation: same as I, D, 1, a.

Resources:

b. Activity: have each student select one job that requires contact with other people (e.g. a road crew, policeman, cashier, etc). He/she adopts that role and plays with either a positive or negative self concept. Other students identify the self concept and take turns predicting how the worker's behavior might have been different, had the nature of the self concept been reversed.

Behavioral evaluation: given a list of five jobs familiar to the student, he/she will be able to describe or pantomime at least one specific example of possible behavior if the worker's self concept was positive and if it were negative.

Preparation: same as I, D, 1, a.

Resources: role playing, pantomiming.

I. NEED: SELF VOCABULARY (7-9)

A. Unit goal: to facilitate the usage of a broadened self vocabulary.

1. Developmental objective: to be able to distinguish the self characteristics of interests, values, emotions, abilities, self concept, and roles.

a. Activity: have the class divide into two teams and then a member of one team calls out a self characteristic such as "interest"; a member of the second team then must give an example of an interest. The teams then reverse. (guidance activity; language arts class)

Behavioral evaluation: each student will be able to give at least one self related example of each of the following self characteristics:

interests
abilities
emotions
values
self concepts
roles

Preparation: review what the students already know about the different aspects that make up people's identities; give examples of the more difficult ones such as self concept and role, but explain terms briefly.

Resources:

b. Activity: have the class divide into groups of from six to eight students. Have each group select a different job cluster (e.g. transportation, health care, etc.) and then prepare a poster depicting the self characteristics that are judged compatible with that cluster. (guidance activity; social studies class; art class)

Behavioral evaluation: each student will identify from the poster made by the group he/she was not in , at least three self characteristics associated with a job cluster.

Preparation: same as I, A, 1, a.

Resources: art materials.

2. Developmental objective: to be able to distinguish the names of different kinds of emotions.

   a. Activity: have students select pictures from record jackets or rock newspapers or posters which portray specific feelings; students identify the feelings and try to explain the specific aspects of the picture that led to the identifications. Provision should be made for discussing differences of opinion or the difficulties involved in determining the feelings of others.

   Behavioral evaluation: each student will identify to the satisfaction of the teacher or counselor, at least seven from the following list of emotions, as they are depicted in a counselor or student selected recording, tape or album. (guidance activity)

anger	happiness	sadness
hatred	love	friendliness
boredom	grumpiness	frustration

   Preparation: review with students the notion that all of us have many different emotions and that at times they are complex and difficult to deal with precisely.

   Resources: popular records or albums.

   b. Activity: have students "brainstorm" and come up with as many names of feelings as they can while the teacher or counselor writes them on the blackboard. Students discuss possible overlap and common elements among emotions; they should try to name emotions they find difficult to describe. (guidance activity; language arts class)

Behavioral evaluation: each student, from the list on the board, will write, to the teacher's or counselor's satisfaction, a single sentenced, hypothetical example portraying at least five of the listed emotions.

Preparation: same as I, A, 2, a.

Resources:

3. Developmental objective: to recognize values as motivators for life choices.

   a. Activity: have students make a list of possible alternatives for post high school planning (e.g. getting a job, going to a trade school, etc.). Then they hypothesize a series of decisions and outcomes in which such choices are made. After this they can consider what values might be behind certain decisions made (e.g. value on security might dictate accepting a steady though dull job). (guidance activity)

      Behavioral evaluation: each student will list or state at least two life choices (e.g. job or school; marriage or not) one of of his parents and indicate at least one value that influenced each choice.

      Preperation: expand values as things "important to you" to include their directing and influential nature in choice making. Obvious examples such as the value Evel Knievel might place on adventure versus security might be helpful.

      Resources:

   b. Activity: have students role play a society in which all workers have the same primary value for work (e.g. adventure, fame, money, etc.) and talk about the possible results. Some attention in discussion can be given to the possibility that some values may be more widespreadly held than others (good family life versus fame or glory). (guidance activity; social studies class)

Behavioral evaluation: each student will give at least two reasons to the teacher's or counselor's satisfaction, why it is fortunate, in a work oriented society, that there are great variations among its members in values held.

Preparation: same as I, A, 3, b.

Resources: role playing.

B. Unit goal: to examine various physical characteristics of people.

1. Developmental objective: to be able to identify characteristics associated with different racial groups.

a. Activity: have the class divide into three groups and each group selects or is assigned a major racial group to study in terms of origin-connected, physical characteristics. Each group should devise a method of reporting the information to the rest of the class. (social studies class; guidance activity)

Behavioral evaluation: each student will list the three groupings and give at least two physical characteristics associated with each group. Then each student proposes to the teacher's or counselor's satisfaction, a one sentenced explanation for the adaptation of at least one of the six characteristics identified (e.g. black skin for exposure to the sun)

Preparation: discuss with students the major racial groupings and stress the purposeful (i.e. evolutionary) nature of physical attributes.

Resources: library materials.

2. Developmental objective: to examine the variety of physical character-

istics that might be apparent within the same grade level.

a. Activity: have students write as many separate physical characteristics (such as black hair, green eyes, big Nordic build, small Oriental build) as are observed in the classroom or group. Then they consider the possible reasons that such various types have come together in their particular area (e.g. black migration to Northern factories, etc.). (guidance activity; social studies class)

Behavioral evaluation: each student will make a list of at least five of his/her own physical characteristics in one column and at least five that are unlike his/her own, but like some of his/her classmates in the other column.

Preparation: continue discussion of widespread physical variations, but focus on specific classroom grouping and composition.

Resources:

b. Activity: have students make a poster histogram for the frequency of the following characteristics of their classmates': blue eyes, brown eyes, green eyes, black skin, white skin, yellow skin, brown skin, blond hair, brown hair, black hair, red hair, tall, medium (actual average or median if possible), short, male and female.

Behavioral evaluation: from the histogram, each student will identify the most common characteristics of his/her classmates and draw up, verbally or graphically or both, the class average student. Then each student will compare, to the teacher's or counselor's satisfaction, him/herself to the composite on at least three characteristics.

Preparation: same as I, B, 2, a.

Resources: art materials

3. Developmental objective: to examine the significance of various physical characteristics for the jobs or activities people do.

   a. Activity: have students give the names of three adults (from family, acquaintances, or media) and consider whether or not their particular physical characteristics influence their jobs or other activities.

      Behavioral evaluation: each student will name or write at least two jobs in which a certain physical characteristic is essential (which is also identified) and two jobs in which specific physical characteristics are not important.

      Preparation: suggest to students that physical attributes may vary a great deal not only in themselves but also in their importance to various jobs.

      Resources:

   b. Activity: have students divide into two groups and each group make a poster: one called STRENGTH and one called STAMINA. Each poster should depict various jobs or clusters and activities. Some discussion should be given to the overlap of strength and stamina. (guidance activity; physical ed class; English class)

      Behavioral evaluation: each student will list at least two jobs which require mainly strength, two that require mainly stamina, and one that requires both.

      Preparation: introduce or review the term stamina and differentiate it from strength. Terms should be considered broadly (e.g. being a mother-housewife requires much stamina; being a loading dock worker requires much strength)

      Resources: art materials.

C. Unit goal: to explore the ideas of the words aspiration and expectation and their potential conflict.

1. Developmental objective: to be able to distinguish aspiration from expectation in relation to the self.

   a. Activity: tell each student to have in mind the name of one well known person that appeals to him/her (e.g. Jimi Hendrix, Joni Mitchell, etc.) and role play one or more of that person's significant behaviors or attributes that he/she might aspire to. Other students attempt to identify those elements and discuss what kinds of things one would need in order to expect to achieve the aspirations (e.g. musical ability, etc.).

   Behavioral evaluation: each student will make a chart listing on the left at least three aspirations; on the right side he/she will list three corresponding expectations he/she has of the future. If the first aspiration is in accordance with the expectation (that is, it is attainable) the student draws a line connecting them. If the aspiration is not attainable, the student draws a broken connecting line. The student then will provide, to the teacher or counselor's satisfaction, at least one reason for each match up.

   Preparation: ask students to give the meanings of the words "aspiration" and "expectation" verbally. Introduce, review or expand terms as necessary and distinguish aspirations thoroughly enough so that students may consider their aspirations as free from the constraints of perceived reality as possible.

   Resources:

2. Developmental objective: to be able to distinguish aspiration from expectation in relation to work.

a. Activity: have students help list their community's five main industries or companies. If possible, at least one guest speaker should come and discuss several different specific jobs within that industry and their preparation requirements. When the speaker is not there, have half the students role play the job presented that they most aspire to and the other half role play the job they might most expect to hold someday. They can discuss their choices and explain reasons for them. (guidance activity; social studies class; industrial arts class)

Behavioral evaluation: each student will list at least three separate jobs within each industry presented and rank them according to his/her own aspiration and again according to his/her expectation.

Preparation: same as I, C, 1, a. add background appropriate to each speaker's industry. Encourage guests to present a fairly wide range of jobs, but also to present jobs within possible reach of the student population.

Resources: guest speaker, role playing.

b. Activity: have students divide into small project groups. Each group selects one job cluster and researches it by interviewing various workers within clusters and taping the conversations. The interviews should emphasize questions on how the worker arrived at his present job, had he always aspired to it, did he always expect to do that job, how did he deal with other aspirations, etc. The tapes can be played in class and discussed. (Industrial arts class; guidance activity)

Behavioral evaluation: in at least three of the sentences below, the student will correctly identify, the segment implying aspiration and the segment implying expectation.

"My grandfather and my father and my two uncles were all miners in the town where I grew up, but I always wanted to work with animals."

"I daydream about going to college, but I'll be lucky if I can finish high school."

"Being a doctor would be great, but no woman in my family has ever gone beyond eighth grade."

"I've always known I would be a sailor; it's the only thing I've ever really wanted to do."

Preparation: continue relation between aspiration/expectation and expand.

Resources: library materials, tape recorder(s).

D. Unit goal: to explore the basics of the idea of self concept.

1. Developmental objective: to consider the consequences of a positive and negative self concept.

a. Activity: given a well known contemporary person that appeals to the students (e.g. Martin Luther King, Jr., Hand Aaron, etc.) have them consider how a positive self concept or self image contributed to his/her successes. Students should research their "heroes" lives to determine the various critical stages in which they surmounted difficulties. (guidance activity; health class)

Preparation: determine how much students know about the terms self concept and self image. Introduce, review or expand them briefly, emphasizing their effect on behavior and accomplishment.

Resources: library materials.

b. Activity: have students break up into two groups and each group creates a mural, one called "Feeling Good" and the other "Feeling Down". Students may paint or cut out pictures or use small attach-able pieces of junk sculpture or metaphoric objects or whatever artistic form, realistic or abstract, their imaginations dictate. Each contributor should elucidate on his addition to the mural. (art class; guidance activity)

Behavioral evaluation: each student in a private counseling interview, or confidentially on a sheet of paper, will indicate whether he/she thinks his/her self image is essentially negative or positive and give three manifestations of that conclusion described in behavioral terms. Provisions should be made for a "mixed" self concept: a student with a mixed self concept should give manifestations for each kind of self image with a total of three.

Preparation: same as I, D, 1, a.

Resources: art materials.

2. Developmental objective: to be able to associate positive and negative self concepts with specific group behaviors.

   a. Activity: have students divide into two groups and each group role play a hypothetical social group (e.g. cheerleaders, street gang, musical group). One student role plays the "New Boy" or the "New Girl" in one group with a positive self image; another student role plays likewise with a negative self image in the other groups. (guidance activity; health class)

   Behavioral evaluation: each student will list at least two specific behaviors in each skit that resulted directly from the new person's image-related behavior.

   Preparation: expand lesson on self image to include its potential effect on others as well as the bearer.

   Resources: role playing.

b. Activity: from any television program with a plot that students watch, have them identify the main character's self image and point out specific behaviors of the other characters which are made in direct response to the main character's self concept. (guidance activity)

Behavioral evaluation: each student will identify one television hero who (in his/her judgement) generally exhibits a positive self concept and state two specific situations that illustrate it, at least one of which involves another character's responding behavior.

Preparation: same as I, D, 2, a; try to agree on particular program beforehand so students may discuss the same situation.

Resources: television programs.

I. NEED: SELF VOCABULARY (10-12)

A. Unit goal: to facilitate the usage of a broadened self vocabulary.

1. Developmental objective: to be able to distinguish the self characteristics of interests, values, emotions, abilities, self concept and role.

a. Activity: have students make a collage-film; each student is alloted a minute (or two depending on size of group) and is to choose any way he/she wants (role playing, artwork, poetry, junk sculpture) to represent him/herself with respect to all the self characteristics he/she thinks are most important in his/her own make up. (guidance activity; art class; psychology class)

Behavioral evaluation: each student will list a single example, most important to his/her own personality, from each of the following categories

interests
values
emotions
abilities
self concept
role

He/she will then put an asterisk by the category which he/she thinks is most influential in his/her life.

Preparation: review and discuss terms of the various self characteristics. Encourage discuss particularly on values and roles.

Resources: filming equipment and materials.

b. Activity: have students divide into small groups to play "Shrink". Each student states what he/she thinks are the three most important categories (e.g. interests, abilities, etc.) and one specific for each (e.g. interest in photography) about the student to the right. That student agrees or disagrees and makes a similar judgement about the student to his/her right , and so on.

Behavioral evaluation: each student will name and rank the importance of three categories and specifics (e.g. ability in music) of one other student's and name and rank three categories and specifics of his/her own.

Preparation: same as I, A, 1, a.

Resources:

2. Developmental objective: to consider different kinds of abilities.

   a. Activity: have students discuss the idea of abilities and knowing the self. Each student identifies one ability of his/her own that he/she suspects others might not recognize in him/her (e.g. ability to manage money or follow through on projects) and role plays or pantomimes for the others to identify.

   Behavioral evaluation: each student will list at least two abilities thathe feels are most apparent outside the walls of the school (i.e. not school subjects).

   Preparation: suggest briefly to students that there are many different kinds of abilities that may be valuable self characteristics, even though not necessarily connected with the usual school-recognized, curriculum based "ability". Emphasis might be placed on such characteristics as getting along well with children or old people,growing things, organizing photographs into essays, persevering.

   Resources: role playing, pantomiming.

   b. Activity: have students bring in names of people, prominent or not, that they admire. The class then discusses the obvious abilities of those people and then considers what other kinds of abilities one might expect to find in them.

Behavioral evaluation: each student will list five of his/her abilities, mixing subject matter or school based ones with ones he/she considers less obvious to school personnel or ever his/her peers. He/she then will rank them according to their influence on his/her future plans.

Preparation: same as I, A, 2, a.

Resources:

3. Developmental objective: to be able to distinguish kinds of values as motivators.

   a. Activity: have students make a list of ten contemporary television characters whom they see as appealing or interesting. Using the following list of values, students match their listed personalities to apparent value orientations: security, adventure, money, challenge, political power, being admired, being liked, being respected, contributing to society, being well-known, being anonymous, but important. (guidance activity; psychology class)

      Behavioral evaluation: each student will give to the teacher's or counselor's satisfaction, at least two illustrations for at least five of the above values (names of people or hypothetical behavior types).

      Preparation: review the concept of values as the primary influence on choice making and relate that influence to life style and work patterns.

      Resources:

   b. Activity: have students divide into groups and each group take a job cluster. Within each group, students discuss what sort of values might most likely be found by workers within the cluster.

They should also consider what sort of values workers in all clusters might have. Groups report to the class and discuss similarities and overlap. (guidance activity; social studies class)

Behavorial evaluation: each student will give or write to the teacher's or counselor's satisfaction, at least two ways a difference in values might affect what job one chooses, where one might live, and what one likes to do in leisure time (i.e. life style).

Preparation: same as I, A, 3, a.

Resources:

B. Unit goal: to be able to distinguish between realistic and unrealistic self concepts.

1. Developmental objective: to consider the importance of a reality-based image of one's self.

a. Activity: have students play Life Career Game, with all students playing straight except two; one of these plays with an unrealistic but extremely positive self concept (e.g. "I can do brain surgery because I can do anything I want to"). The other plays with an unrealistically negative self concept ("I can't do anything"). After the game, students identify how the behavior of the two unrealistic players affected, and was affected by, the others.

Behavioral evaluation: each student will illustrate to the teacher's or counselor's satisfaction, at least two situations in which an unrealistic self concept would affect behavior.

Preparation: review ideas of positive and negative self concepts and then attempt to relate them briefly to "the real world" (i.e. looking for a job, living on one's own, etc.)

Resources: Life Career Game, role playing.

b. Activity: have students divide into small groups and have the members state future educational or vocational plans (or possible plans) and consider the grounds on which these plans were made in relation to self image. Other students provide feedback regarding the realisticness of self concepts as they see them.

Behavioral evaluation: in a counseling interview each student will indicate those aspects of his/her own image which he/she considers realistically self appraised. He/she will also indicate, to the counselor's satisfaction, any aspect about which he/she has any questions (e.g. do test scores really indicate enough ability for that particular school; would value orientation really suggest entrance into that particular occupation, etc.).

Preparation: same as I, B, 1, a.

Resources:

2. Developmental objective: to consider the influence one group behavior of one member's unrealistic self image.

a. Activity: have students divide into two groups. Each group writes and performs a brief skit, one called "What Can You Expect From Someone Who's No Good?" and one called "I Can Do Anything Better Than You." Players then talk about how one character's misconception of self may influence all the parts. (guidance activity; psychology class)

Behavioral evaluation: each student will give to the teacher's or counselor's satisfaction, at least two reasons why it is important for an individual to view and accept him/herself realistically.

Preparation: same as I, B, 1, a.

Resources: role playing.

b. Activity: have students make a poster with the following four cells depicted; then have them illustrate the appropriate cell with a sentence or a picture or whatever form of expression they choose. (guidance activity: psychology class)

SELF CONCEPT CELLS

	realistic	unrealistic
positive		
negative		

Behavioral evaluation: each student will reporduce the cell diagram on a piece of paper and draw bars across the cells he/she thinks would most restrict an individual's freedom in making life choices. Heavier black lines can be used for the most restrictive and lighter ones for the less restrictive, if students wish to indicate that gradation.

Preparation: same as I, B, 2, a.

Resources:

II. NEED: SELF KNOWLEDGE (K-3)

A. Unit goal: to increase knowledge of the self through identification of the self characteristics of interests, abilities, and emotions.

1. Developmental objective: to be able to distinguish particular self related interests.

a. Activity: have students make three finger paintings depicting things they especially like to do; then each student can explain the reasons for, or simply expand on, one of the interests to the rest of the class.

Behavioral evaluation: each student will state at least two activities that interest him/her and from class discussion at least one that does not interest him/her particularly, but does interest another student in the class.

Preparation: ask students to tell you what an interest is and ask them to give examples. From there, review or continue definition of interests, as something one likes to do. Stress that what might interest one person might not interest another and that each student needs to consider his/her own interests.

Resources: art materials.

b. Activity: have students make a composite list of their interests which can be written on the blackboard. Then the teacher takes a tally of how many students are interested in each item listed. They may talk about the tally and see how their own interests fit in.

Behavioral evaluation: each student will identify, from the tally on the board, the most popular interest and the least popular. He/she will then give to the satisfaction of the teacher or counselor, the most popular and at least one reason why it is so and the least popular and one reason for its lack of popularity.

Preparation: same as II, A, 1, a.

Resources:

2. Developmental objective: to be able to distinguish particular self related abilities.

   a. Activity: from a story about children that is read in the classroom, have students identify the abilities portrayed. These can can be written on the blackboard by students or teacher. All students who believe they have the ability listed on the board raise their hands. Students can discuss the abilities and reasons for wide or narrow spread of each ability in their own class room.

   Behavioral evaluation: each student will write (or depict in drawing) three of his/her own abilities as follows:

      1) the thing he/she does the best (e.g. draw pictures, tie shoes)
      2) the thing he/she learned to do the most recently (e.g. play kickball, shoot a sling shot)
      3) the thing he/she does well and is proudest of (e.g. ride a two wheeler, write address)

   Preparation: review term ability and emphasize positive aspects of being able to do anything well.

   Resources: art materials; story.

   b. Activity: have each student make a collage from magazine, newspaper or self drawn pictures of the single activity he/she does the best. Collages should not have names on them and then they can be displayed around the room. Students can consider the range of abilities portrayed and try to guess who did what collage.

   Behavioral evaluation: each student will list at least two abilities depicted by fellow classmates and match each one correctly with a specific student.

Preparation: same as II, A, 2, a; stress individual nature of abilities and that each of us has some ability.

Resources: art materials, magazines, newspapers.

3. Developmental objective: to be able to distinguish particular self related emotions.

   a. Activity: have students think about feelings and talk about the various kinds they have. They should try to identify the emotions they feel often and the ones they feel rarely. Then each student goes to the blackboard and draws a stick man/woman portraying any emotion the student considers that he/she has often.

      Behavioral evaluation: each student will identify the two emotions he/she has the most and with hand puppets, will role play, to the satisfaction of the teacher or counselor, an example of each one.

      Preparation: expand on the idea that all of us have feelings and that they may vary considerable from time to time. Suggest that all of us occasionally feel angry or happy or sad or lonely and stress acceptance of the feelings in the self.

      Resources: hand puppets.

   b. Activity: have students construct a brief feelings sound kit and tape it. Each student can pick a feeling and describe it in terms of sounds which one should make. For example, "being happy sounds like . . . . " The tape is played back and the students can comment on it.

      Behavioral evaluation: on a teacher made tape depicting only sounds (or if possible, a splice of the students' tape that excludes the labels of the feelings) each student will identify at least two out of three of the feeling sounds correctly.

      Preparation: same as II, A, 3, a; suggest that there are several ways that a feeling "comes out" and that depends on how somebody looks or acts or the sounds he/she makes.

Resources: tape recorder.

B. Unit goal: to introduce the idea of the self as role player.

1. Developmental objective: to consider one's role in his/her culture.

a. Activity: have students discuss three different ways of celebrating important cultural holidays, e.g. Christmas, Passover, and a special Mexican fiesta, etc. Have each student bring in pictures or symbols or some other artifact of his/her celebrating process. Each student should explain his/her contribution as completely as possible.

Behavioral evaluation: each student will identify the holiday that is part of his/her cultural heritage and name and associate at least one other student in the classroom with each of the traditions studied.

Preparation: suggest to students that while we vary individually with respect to many self characteristics, we all are also members of a larger group or culture. Emphasize the appropriate differentiations for the student population, and explain that one learns his/her role in that culture i.e. how to act in a given situation at a given time (e.g. lighting Hannukah candles) from those around him/her.

Resources: parent participation in demonstrations, if possible.

b. Activity: having discussed some of the special holidays celebrated in the class, have students role play a situation in which a child of another heritage comes into the midst of the celebration.

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, at least one reason why an "outsider" does not know what to do when he/she is suddenly thrown into another place where everyone is different.

Preparation: same as II, B, 1, a.

Resources: role playing.

2. Developmental objective: to consider one's role in his/her family.

   a. Activity: have students make paper mache puppets of all of their family members living in their household (they can draw pictures if there are too many). Each student identifies the members and places him/herself among siblings.

   Behavioral evaluation: each student will state the structure of his/her family, e.g. two grandparents, one parent, two older brothers, one older sister, three younger brothers.

   Preparation: continue the introduction of role as the way one behaves in certain situations. Ask students to think about their families and the way they behave when among them.

   Resources: puppet materials.

   b. Activity: have one student volunteer to be the "guinea pig" and he/she identifies as many of his/her roles in the family as he/she can. The teacher can help by listing them on the blackboard. For example, the student may be Tommy's little sister, but also Mama's daughter and David's big sister and Grandpa's granddaughter.

   Behavioral evaluation: each student will state at least two different roles he/she plays within his/her family and give at least one example of behavior associated with each (e.g. "I do what Daddy says"--daughter; but"I tell David what to do"--big sister).

   Preparation: same as II, B, 2, a; suggest the idea that we all play several roles at one time.

3. Developmental objective: to consider one's role in school.

   a. Activity: have students make a large felt board poster with a representation of the school's interior in the center. A classroom, principal's office, nurse's office, etc. should be included; then students can draw and cut out felt pictures of the various people around the school, including students.

      Behavioral evaluation: each student will take at least three school personnel cut outs, name them and place them on the felt board in their appropriate places (e.g. principal in the office). Then he/she will place him/herself also by using a student cut out.

      Preparation: introduce the school as an institution in which many roles are played. Give appropriate background on various school personnel.

      Resources: felt board materials.

   b. Activity: have each student draw a picture of him/herself near a picture of the school and then surround his/her picture with smaller pictures or words symbolizing different roles played by students within the school (e.g. student, friend, football player).

      Behavioral evaluation: each student will pantomime at least two roles he/she plays within the school.

      Preparation: same as II, B, 1, a.

      Resources: art materials.

C. Unit goal: to introduce the idea of self in terms of growth and change.

1. Developmental objective: to recognize one's own physical maturation.

   a. Activity: have each student bring a snap shot of his/herself as an infant and then have them make a collage of them and title it. Then try to guess who is who and when they can't figure out who--then is who-now, they can consider why they can't . A general discussion should follow on the physical ways babies change and grow up.

Behavioral evaluation: each student will state at least three physical ways in which he/she has changed since the picture was taken, and will role play to the satisfaction of the teacher or counselor, one example of the "before and after" (e.g. creeping, then walking).

Preparation: remind the students that they grow all the time and that they can do many more things now than they could even a year ago; suggest that they are becoming more coordinated as well as bigger and stronger.

Resources: role playing.

b. Activity: have each student make a chart and divide it into yearly segments beginning at age three. He/she then draws a picture of him/herself at that age and writes or draws examples of particular abilities or aspects (characteristics) of him/herself then. Continue with a new segment for every year (e.g. age three-ride a tricycle; age four-skip; age five--tie shoes; age six--whistle; age seven--lose three teeth in one week, etc).

Behavioral evaluation: each student will take at least two physical abilities or aspects of his/her development and identify at least two stages he/she has passed through in each (loose tooth, no tooth, new tooth).

Preparation: same as II, C, 1, a.

Resources: art materials.

2. Developmental objective: to recognize one's non-physical development.

a. Activity: have students role play the way a young child, a child their own age, and a child two years older might behave in a situation in which the child was very disappointed or didn't get what he/she expected. Students should author the situation if possible.

Behavioral evaluation: each student will explain in personal terms, to the satisfaction of the teacher or counselor, one way in which he/she has changed his/her non-physical behavior ("I used to have temper tantrums, but now I just say I'm angry").

Preparation: continue lesson on maturation, stressing that behavior and attitudes change as well as length of legs; suggest that such changes might be affected by a variety of things and that they are not quite as automatic as physical developments.

Resources:

b. Activity: ask students to think back to when they were two or three years younger and have them try to remember any jobs or responsibilities they had then. Compare them to current jobs and responsibilities and predict future ones. Students might draw a three column mural depicting any trends or they can draw representations of trends on the blackboard.

Behavioral evaluation: each student will name one job or responsibility he/she has recently been given (e.g. going across a busy street to buy milk) and give to the satisfaction of the teacher or counselor, at least one reason why he/she couldn't do it last year and at least two reasons why he/she couldn't do it as a baby.

Preparation: while reviewing that increases in task achievement are affected by physical maturation, stress the responsibility angle of growth in a positive way (e.g. one wouldn't send a six month old baby out to cross a street and buy milk even if he/she could walk and carry money).

Resources: art materials.

II. NEED: SELF KNOWLEDGE (4-6)

A. Unit goal: to increase knowledge of the self through more thorough examination of the self characteristics of interests, abilities, emotions and values.

1. Developmental objective: to rank and distinguish particular self related interests and abilities.

a. Activity: have students bring in three symbols of things they like to do or would like to do (e.g. basedball,cards, flower seeds) and mount them together eight on a piece of construction paper or poster board. Then have each student identify one or more of his/her symbols and explain the interest to other students.

Behavioral evaluation: each student will identify his/her three interests and rank them first according to interest, and then according to his/her abilities. Then each student will give at least one reason, to the teacher's or counselor's satisfaction, why the two rankings are not identical (or if they are, one reason why they are).

Preparation: review the concepts of interests and abilities, if necessary; stress that these with other self characteristics, help to define the self and make each person special.

Resources: art materials.

b. Activity: have students make an abstract representation of their strongest interest and their best ability using string, paper clips, toothpicks, buttons, dried split peas, and glue. The other students can try to identify these and distinguish between the creator's interest and ability.

Behavioral evaluation: each student will name and rank at least two things he/she does well and two things he/she would like to do but is not able to do now.

Preparation: same as II, A, 1,a.

Resources: art materials.

2. Developmental objective: to understand and accept one's emotions.

   a. Activity: have students listen to recorded songs "Duddley Pippin and the Principal", and "It's All Right To Cry" depicting problems involved with feelings and then talk about the feelings they have had that are similar to those depicted on the record.

      Behavioral evaluation: each student will identify one feeling that he/she has had as represented on the record and give, to the teacher's or counselor's satisfaction, at least one reason why people cry.

      Preparation: review variation in the feelings that we all have from time to time. Stress the acceptance of these in others and in the self.

      Resources: recording, "Duddley Pippin and the Principal" and "It's All Right To Cry" from Free to Be.

   b. Activity: have students play "Grumbly Grift" by breaking up into groups of five. In each group, one student plays the Grift and acts out a bad feeling. The others guess what it is and consider whether they have ever felt that way, too. When the game is over, the teacher can put all the Grift's feelings on the board and students can talk about them.

      Behavioral evaluation: each student will name at least two bad feelings that good people have and give, to the teacher's or counselor's satisfaction, an example situation for each.

      Preparation: same as II, A, 2, a.

      Resources:

3. Developmental objective: to consider the influence of values.

   a. Activity: have students use their posters on "What's Important to Me" (or make them if they haven't already) and try to match up those things identified as important with their own activities and jobs. They can discuss which kinds of values go along with which kinds of behaviors (e.g. inviting lots of friends over goes along with a value on affiliation).

Behavioral evaluation: each student will match correctly at least four pairs of the following value/behavior statements with a connecting line.

"It's good to be nice to your father".

"It's important to be at marbles".

"You shouldn't be mean to animals".

"It's bad to use bad words".

"You shouldn't steal your mother's gum from her purse".

"You should tell your brother when you lose one of the red checkers".

"I'm going to stop saying that word to grownup".

"I have to wait to same my money to buy my own gum."

"I'm going to help my father clean up the room".

"I'm sorry I lost the checker, I'm looking for it now".

"Stop pounding on that dog's back."

"I'd better go practice my marble game".

Preparation: expand the notion of values as things that are important to one and relate it directly to specific behaviors. This might be easily demonstrated through an example of behavior that is inconsistent with a value; e.g. stealing hub caps does not go along with a value on respect for personal ownership.

b. Activity: have students play The School Values Auction Game, and talk about their reactions.

Behavioral evaluation: each student will name at least two values that he/she holds and give to the teacher's or counselor's satisfaction, one example each of his/her own behavior that supports the value.

Preparation: same as II, A, 3, a.

Resources: School Values Auction Game.

4. Developmental objective: to begin to relate self characteristics to occupations.

   a. Activity: have each student make three toothpick pictures (toothpicks glued on construction paper) on a large piece of paper with vertical lines dividing it into thirds. Each picture should represent an occupation. At the bottom of each one, have the student write his/her own self characteristics that he/she thinks are important for that occupation. The students should discuss these with their peers and get their suggestions and reactions.

      Behavioral evaluation: each student will state three of his/her own characteristics and with student made hand puppets or felt figures, act out, to the satisfaction of the teacher or counselor, an occupation in which these would be important.

      Preparation: review briefly several of the categories of self characteristics (interests, values, etc.) and give examples of how these might fit into an occupation; e.g. a boy who is good in sports, loves football, and likes competition might become a professional football player.

      Resources: felt figures,(to dress) When I Grow Up I Want To Be, toothpicks, art materials.

   b. Activity: have students play "Pick-a-Job" by breaking into two teams. One team chooses a characteristic e.g. "likes to talk" and says, "Pick a job for Thomas Talker" to the other team, who might respond, "TV show host." Then the teams reverse.

      Behavioral evaluation: each student will match correctly at least six of the following pairs of "people" and occupations.

Ronnie Rock and Roll	professional athlete

Julie Gymnastic
Carl Cook
Adelle Adventure
Sam Smile
Harriet Helper
Olga Outside
Daniel Draw

chef
musician
social worker
public relations person
private investigator
draftsman
forest ranger

Preparation: same as II, A, 4, a.

Resources:

B. Unit goal; to expand the idea of the self as role player.

1. Developmental objective: to identify one's role in his/her culture.

a. **Activity**: have students break up into ethnic groups and give a report to the rest of the class about the particular cultural habits their group has. They can discuss the differences in regard to appearance, dress, food, etc. and compare their backgrounds to those of other students.

Behavioral evaluation: each student will describe his/her cultural orientation by identifying the following:

one characteristic described as physical associated with heritage
one geographic place name from which his/her ancestors came
one holiday that is unique or one way of celebrating a holiday that is unique.
one article or kind of dress associated with his/her culture.

Preparation: suggest to students that each of us has a cultural heritage out of which our grandparents, parents, and selves came and that it is important to be able to recognize its influence on our lives.

Resources: parent participation if possible.

b. Activity: have each student choose one cultural descriptor that he/she identifies as the primary one in his/her life, e.g. Jewish, Italian, black, and make a poster with that descriptor as the theme. Students can use collage materials, pictures, snapshots, etc. and explain the significance of each element.

Behavioral evaluation: each student will name his/her primary cultural origin, and give at least three symbols, customs, foods, dress or rituals that distinguish it from others and that are still important in his/her life today. (e.g. Jewish, lighting Hannakah candles)

Preparation: same as II, B, 1, a; encourage free interpretation of primary cultural origin by race, religion, country of origin, etc. to allow students expression of identity as they see it.

Resources:

c. Activity: have students break up into ethnic project groups and have each group pick a person, contemporary or historical, of their same ethnic background, who lived in this country and was (by student identification) successful or important or impressive in some way. Then have each student research a different aspect of that person (his/her early life, later life, the ways in which he/she brought ethnic traditions to this country, etc.) Each group makes a mural or large poster depicting their representative for the other groups.

Behavioral evaluation: each student will give at least three ways in which he/she is like the person his/her group studied and two ways in which he/she differs from that person.

Preparation: same as II, B, 1, a; stress acceptance of various cultures.

Resources: library facilities.

2. Developmental objective: to identify one's role in his/her family.

   a. Activity: have each student make an abstract picture of his/her family using a single shape (e.g. one triangle for each member). The shapes can be dressed, be of varying sizes, dimensions, colors, positions, proportions, etc. Then have each student lable each shape and explain why he/she depicted each family member as he/she did.

      Behavioral evaluation: each student will identify at least three different roles that each member of his/her family plays and rank each set according to his/her opinion of importance.

      Preparation: review the idea that all of us fill many roles and stress that the roles played within the family are important to the family's functioning.

      Resources:

   b. Activity: have students listen to "Parents Are People" and consider the different roles parents play. Then they can extend the idea to write their own verse on children with"Children Are People".

      Behavioral evaluation: each student will complete the open ended sentence, "I am a person; I am also . . . ." in three different ways relating to his/her family. Completion may be drawn or painted as well as written or stated.

      Preparation: same as II, B, 2, a.

      Resources: "Parents are People" from Free To Be.

3. Developmental objective: to identify one's role in school.

   a. Activity: with an inexpensive camera, have students prepare a photographic essay on school. Students should have a wide access to the various personnel (beyond principal and teacher) and include their roles, as well as those of the students.

Behavioral evaluation: each student will identify to the teacher's or counselor's satisfaction, one way each in which the role of student is affected by at least three school personnel people excluding the teacher and the principal.

Preparation: continue explanation of various roles; emphasize the school as a place in which many roles are played which impinge on one another.

Resources: camera(s).

b. Activity: have each student draw the name from a hat of another student whom he/she will observe for a day, collecting as many roles for that student as possible. The next day, have students list or draw the roles on a sheet of paper with the observed student's name on top.

Behavioral evaluation: each student will give five of his/her own roles that were observed by his/her fellow students and rank them according to his/her own priority.

Preparation: same as II, B, 3, a.

Resources:

C. Unit goal: to expand on the idea of the self in terms of growth and change.

1. Developmental objective: to expand on the effects of physical maturation on performance.

a. Activity: have each student research his/her former life as a six year old and bring the information to school. Data can include height, weight, number of teeth out, size of hand (through an old hand print) or length of feet (measured by an old sneaker), etc. Have students give as many specific ways as possible that they can indicating physical changes, and then consider how many more things they can do now than they could before.

Behavioral evaluation: each student will name five ways in which he/she has changed physically and rank them according to the significance each has for him/her. Then he/she will give to the satisfaction of the teacher or counselor, at least one explanatory reason for his/her ranking scheme.

Preparation: continue emphasis on growth while relating it to more competent performance in physical activities.

Resources:

b. Activity: have each student sketch a series of self pictures depicting an activity he/she likes to do. Three pictures should show how he/she did it last year, hw he/she does it now, and how he/she hopes to do it next year. Under each sketch, have each student identify the major physical attribute or development involved and trace its progress through the last three years. (e.g. painting - better coordination of hands; baseball - more power in muscles) Students can discuss and compare one another's sketches.

Behavioral evaluation: each student will choose to the satisfaction of the teacher or counselor one callisthentic exercise that demonstrates a recent acquisition of , or major improvement in, a physical skill and he/she will identify ;it verbally in terms of how he/she uses it.

Preparation: same as II, C, 1, a; stress positive aspects of being able to do more activities with more and more control and precision.

Resources: art materials.

2. Developmental objective: to consider how one's non-physical aspects change.

a. Activity: have students conduct a growth assessment by identifying all the non-physical abilities, attitudes, and behaviors they have acquired since they were five years old. The teacher can write them on the board or students can make a poster using words, symbols, pictures, etc. to illustrate.

Behavioral evaluation: each student will pantomime to the satisfaction of the teacher or counselor, both the "before" and "after" of three aspects of his/her personal growth: one ability, one attitude, and one behavior.

Preparation: suggest that physical maturation is much less variable than non-physical maturation and that one must learn many skills that don't come naturally. For example, encourage the verbalization of attitudes and behaviors ("I don't expect my mother to clean up after me anymore" or "I don't scream about eating my vegetables anymore") as well as the skills of reading, writing, concentrating, listening, etc. Emphasize positive aspects of growing independence.

Resources: role playing.

b. Activity: have students write and perform their own skit of a family situation in which the grownups act like three year olds (can't read, can't get their own sandwich, fuss if they don't get their own way, are afraid of a mouse, etc). Students can then decide if it's a good thing that people grow up and compare some of their abilities, attitudes, or behaviors to those of the portrayed three year old "grownups".

Behavioral evaluation: each student will match correctly at least four pairs of statements representing the immature and the more mature version of the same ability, attitude, or behavior.

Immature	More Mature
"I will not eat anything green".	"If I don't sleep enough I'm tired the next day."

"I always get my shirt on backwards and I can't snap my own Jacket."	"I'm in charge of cleaning my side of the room."
"Someone else has to read to me."	"A person has to get clean sometime."
"I am not tired and I'll stay up all night if I want to".	"I will try at least one taste of new foods, even if they look gicky".
"I'm too little to clean up toys".	"I'll pick out my own clothes every morning and put them on myself before breakfast."
"I get mad at bath time."	"I have my own dictionary."

Preparation: same as II, C, 2, a.

Resources: role playing.

II. NEED: SELF KNOWLEDGE (7-9)

A. Unit goal: to increase knowledge of the self through relating self characteristics to one's personal functioning.

1. Developmental objective: to be able to rank aptitudes and relate them to activities.

   a. **Activity**: have students examine their own recorded test data and list the various aptitude measures (such as those on the DAT). Then they can make a poster illustrating these in graphic, symbolic or abstract form as they represent the self. Each student identifies the aptitudes he/she has included and relates them to current activities. (guidance activity; art class)

      Behavioral evaluation: each student will rank his/her aptitudes as they appear on test data and will give to the satisfaction of the teacher or counselor, at least one example of how he/she "uses" each one.

      Preparation: expand on the lesson that the combinations of our personal characteristics which make us unique also have a great affect on what we do and how we do it; stress the relative nature of the aptitudes rather than absolute scores which emphasize competition--especially if scores tend to be severely decelerated.

      Resources: test data, art materials.

   b. **Activity**: have each student pantomime at least one activity or job which he/she considers important (this can range from some aspect of school work to fixing cars or being a good dancer). The other students can try to identify the activity and relate it first to any aptitude they might recognize in the performance. (a good swimmer has an athletic aptitude) Then they should attempt to relate that aptitude to the ones for which they have formal, measured scores (e.g. swimmer, DAT physical). (guidance activity; industrial arts class)

Behavioral evaluation: each student will list, in rank order of his/her opinion of significance, three of his/her activities. Then he/she will identify the corresponding aptitudes and indicate whether they, too, are in the same rank order.

Preparation: same as II, A, 1, a.

Resources: pantomiming.

2. Developmental objective: to be able to rank abilities and relate them to activities.

   a. Activity: have students name several areas in which one could have abilities (social, physical, etc) and ask whether or not they think most peoples' abilities are confined to one area or whether most people have some skills in several areas. Then students can hypothesize by role playing what a group of people would be like if each one had abilities in only one area (e.g. an athlete who had no social skills). (guidance activity)

   Behavioral evaluation: each student will write down at least three areas in which he/she has some skills; he/she will write one ability for each area and rank the abilities to the teacher's or counselor's satisfaction. After that, each student will give at least one example of his/her activities that goes along with each ability.

   Preparation: review ability as something one can do and emphasize the different fields in which one might be able (de-emphasize school based criteria as provider of the primary definition); use any classification scheme that provides a wide variety of life orientations (e.g. John Holland's social, intellectual, artistic, realistic, enterprising, conventional).

   Resources: role playing.

   b. Activity: have students break up into two groups. Have each group line up or sit in a circle. The first member of the first group gives the name of what he/she considers is his/her best ability. The first member of the second group then gives the name of an activity in which that ability would be used. The teacher can keep a running list on the board matching activities with abilities. The groups then reverse. (guidance activity; industrial arts class).

Behavioral evaluation: using poster board, each student will rank three of his/her abilities and match each one with a picture or other graphic representation of an activity in which he/she takes part.

Preparation: stress out of school abilities and out of school activities if the student population warrants it (i.e. if they have relatively few in school abilities and activities).

Resources:

3. Developmental objective: to examine values in relation to controversial issues.

   a. Activity: have students use the suggested multimedia materials on values clarification. Then have students discuss how values can determine one's position on controversial issues (e.g. race relations, smoking in school, teenage drinking, teenage drug use, etc.) (guidance activity)

   Behavioral evaluation: each student will identify two major values he/she holds, take a position on two current controversial issues, and defend, each to the counselor's satisfaction, the positions based on the identified values.

   Preparation: review values as motivators for behavior and choice; expand to include positions taken in various issues.

   Resources: An Introduction to Values Clarification.

b. Activity: have each student submit a list of the three most salient controversial issues he/she feels he/she has to deal with. The counselor can then tally the three most common ones. Students should discuss what values are involved with each of the issues and consider in what specific ways each value effects the issue (a value on good peer relationships might suggest that cheating is acceptable or taboo). (guidance activity)

Behavioral evaluation: each student will take the three identified common controversial issues and match each one to at least one value. Then he/she will state to the counselor's satisfaction, his/her own position on that value and relate it to the position he/she takes on the issue.

Preparation: same as II, A, 3, a.

Resources:

4. Developmental objective: to be able to relate self characteristics to job clusters.

a. Activity: in a small group, have each student in turn state what he/she considers are his/her most important self characteristics. The other students in the group collaborate and try to relate these to one of the job clusters. The original student gives feedback regarding the cluster choice and how he/she feels he/she might fit into it. (guidance activity; social studies class; industrial arts class)

Behavioral evaluation: each student will identify one of his/her own self characteristics from each of the following categories:

interests

abilities

achievements

values

and relate them together to ajob cluster. Then he/she will do the same either for another student in his/her group or a hypothetical person, matching characteristics to clusters.

Preparation: introduce or review the concept and names of the various job clusters. Give some brief examples matching personal characteristics to clusters (e.g. an interest in medicine, a value on helping people, and ability in communicating with people might all fit into the health and welfare cluster; or an interest in production, a value on competition, and good business skills might fit into the manufacturing cluster).

Resources: use CCEM Cluster Concept.

b. Activity: have students use the Job-O career materials matching interests with the world of work. (guidance activity; social studies class; industrial arts class)

Behavioral evaluation: each student will rank order three different job clusters as they relate to at least three of his/her specific characteristics which will also be listed.

Preparation: same as II, A, 4, a.

Resources: Job-O.

B. Unit goal: to expand the idea of the self as role player.

1. Developmental objective: to consider one's role in his/her family.

a. Activity: have students consider the roles they play within their family and for three days keep a tabulation of the time spent in each role. In class each student pantomimes the role in which he/she spent the most time. The other students can guess which role is pantomimed and compare the most time consuming role to their own. They can also consider whether the role demanding the most time is also most important. (guidance activity)

Behavioral evaluation: each student will identify the role in which he/she spent the least time and state whether this role is also the least important in his/her judgment and give to the counselor's satisfaction, at least one reason why it is or is not.

Preparation: review the notion of role in family and suggest that some roles demand more time than others, which may or may not correspond with how significant the role is for the player.

Resources: pantomiming.

b. Activity: have students make a set of "people" representing their family using pieces of glass tubing and a bunsen burner. Roles can be depicted by using form--either abstractly or realistically. (guidance activity; science class)

Behavioral evaluation: each student will give one reason stated in terms of roles for the way he/she represented each member of his/her family and give, to the teacher's or counselor's satisfaction, at least one example of behavior that supports each designation.

Preparation: same as II, B, 1, a; arrange for proper orientation to laboratory procedures and behavior.

Resources: Bunsen burner, glass tubing.

2. Developmental objective: to consider one's role in school.

a. Activity: on a large class poster, have students draw all the symbols they can of the various roles they may play in school (e.g. a guitar for music group, sneaker for basketball players, etc.). Students should discuss the relative importance of each of these roles and consider that the importance placed on various roles would very greatly amond individuals. (guidance activity)

Behavioral evaluation: each student will rank order his/her three most important (by his/her own definition) school roles and give at least one reason, to the counselor's satisfaction, for each roles rank.

Preparation: continue with notion of roles having varying degrees of importance.

Resources: art materials.

b. **Activity:** have students identify at least five roles played by students in school and then discuss what a particular role player might do during the time not spend in that role (e.g. what does a football player do after practice? What does a scholar do after homework is done? What does a musician do after the concert?). Students can consider the shift from one role to another by shifting activities. (guidance activity)

Behavioral evaluation: for each school role listed on the left, the student will identify the appropriate activity from thelist on the right. Then he/she will indicate one other activity from the list that the same role player might undertake, thereby shifting to another role (e.g. the football player might study after practice or the drama star might exercise by running around the track).

scientist
football player
drama star
friend
poet
interpreter

play the trumpet
study
practice on the field
go to foreign language films
tinker in the science lab
read about images
run around the track
memorize lines of a play
talk to friends

Preparation: same as II, B, 2, a.

Resources:

3. Developmental objective: to recognize the existence of role conflict.

a. Activity: have students break up into groups of two; each dyad assumes the identity of one person and each student plays a different role which conflicts with the role the other student plays. The students should choose the roles and situations to play out. They may also discuss whether each particular conflict is inevitable or likely in the situation, or clearly avoidable. (guidance activity)

Behavioral evaluation: each student will list at least two personal role conflicts he/she has experienced and one he/she is experiencing now. The precise roles should be identified (e.g. student, friend) and the nature of the conflict described, to the counselor's satisfaction, in one or two sentences.

Preparation: review the idea that we all play many roles and expand it to include the concept of conflict. Give some simple illustrations e.g. working mothers may experience conflict between worker and mother when job demands and childrens' demands are made on her. In the activity, suggest roles or conflictual situations if nesessary.

Resources: role playing.

b. Activity: have students pick out a specific role conflict that is familiar to them (e.g. friend vs. student; athlete vs. boyfriend, etc.) and make a collage of pictures, either drawn or cut out from magazines or newspapers, that depict the conflict. Collages should not be labeled and should be shown to the rest of the class who tries to identify the conflict and the specific roles that are played (art class; guidance activity)

Behavioral evaluation: from the collage, each student will name three role-conflicts that he/she has experienced, is experiencing or predicts that he/she will experience, and at least two he/she recognizes but does not experience. Roles should be identified and the nature of the conflict described to the counselor's or teacher's satisfaction.

Preparation: same as II, B, 3, a.

Resources: newspapers or magazines, art materials.

4. Developmental objective: to be able to recognize sex stereotyping in role playing.

   a. Activity: have students consider the various roles women play today and ask students how many of their mothers work and discuss whether their jobs are "feminine" by stereotype or whether any mother has a non-traditional job for a woman (industrial arts class; social studies class; guidance activity).

      Behavioral evaluation: each student will list three jobs his/her mother or father does around the house and then three jobs his/her mother or father does away from the house. He/she will put an asterisk beside any job he/she feels could not be done as well (after it was learned) by the opposite sexed parent or parent substitute. For each asterisk, the student will give to the satisfaction of the teacher or counselor, at least one reason.

      Preparation: introduce the concept of sex steretyping and suggest that the world is changing and moving toward obscurity of traditional stereotyping in both the home and in the world of work.

      Resources:

   b. Activity: invite two guest speakers to come to the school; one a woman with a non-traditional job for a woman (truck driver) and one a male with a non-traditional job for a man (nurse). Speakers should focus on the way they became interested in their jobs, the particular difficulties they faced based on their sex and how they deal with, and feel about, those difficulties. (guidance activity; social studies class)

Behavioral evaluation: each student will name at least two jobs that are non-traditional for members of his/her sex and describe briefly, to the teacher's or counselor's satisfaction, one difficulty he/she might encounter and one way of dealing with it.

Preparation: same as II, B, 4, a.

Resources: outside speakers.

C. Unit goal: to expand the idea of the self in terms of growth and change.

1. Developmental objective: to be able to recognize changes in self characteristics.

a. Activity: have each student develop a list of five of the most significant people in ;his/her life and consider in what way each one has influenced or affected him/her in terms of interests, abilities, attitudes, and achievements. Students can share analyses by taking turns identifying an influential person and describing his/her affect on the student. (guidance activity)

Behavioral evaluation: each student will make a poster representing the "before" and "after" of at least one example of the following as each has changed in the last three years:

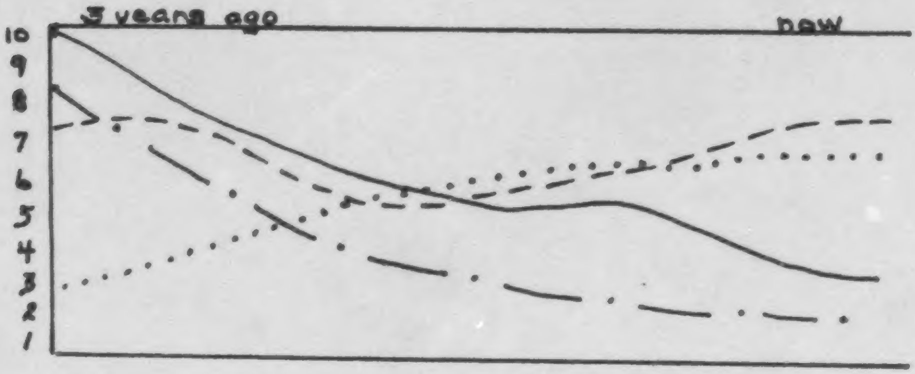
interest
achievement
value
future plan

Preparation: stress changes that occur in non-physical respects as well as physical.

Resources:

b. Activity: have students attempt to remember the main interest, achievement, value and future plan they had three years ago.

Have them make a line graph indicating relative importance (using an arbitrary 1-10 scale with 10 as most important) representing each with a different color pencil. (guidance activity)



interest (stamps) = red ———

achievement (English) = blue — — —

value (fun) = green —— · —— · ——

future plan (go to college) = yellow · · · · · ·

__Behavioral evaluation__: each student will re-list the interest, achievement, value and future plan graphed and rank them according to the most significant change. Each student will give to the counselor's satisfaction, at least one contributing factor to each change.

__Preparation__: same as II, C, 1, a.

__Resources__:

2. Developmental objective: to be able to recognize change in roles.

   a. __Activity__: have each student list his/her past, specific, roles in family, school, and peer group and rank them according to the importance (student defined) they had for him/her three years ago. Then have each student make another list re-ranking these roles to indicate their importance now. Students can discuss and compare results. (guidance activity)

Behavioral evaluation: each student will identify that area in which he/she thinks the most significant change has taken place and explain, to the counselor's satisfaction, why.

Preparation: connect the ideas of role playing and growth to suggest a change and re-shuffling of role with maturation. Stress that these changes vary greatly among individuals throughout life.

Resources:

b. Activity: have the class decide on a person - famouse, historical, contemporary, or whatever , to research. Then have students break up into groups and have each group choose a role played by the person to study. They should focus on the changes occuring in the person's life as reflected in the ways he/she played his/her roles. Students should then relate these changes to the changes taking place in their own role playing. (history class; social studies class; guidance activity)

Behavioral evaluation: each student will identify three role changes in the person studied and indicate, to the teacher's or counselor's satisfaction, whether each one is or is not similar to one he/she has experienced, is experiencing or expects to experience.

Preparation: same as II, C, 2, a.

Resources: library facilities, role playing.

D. Unit goal: to consider the concept of life style.

1. Developmental objective: to be able to recognize the various elements in life style as they are influenced by careers.

a. Activity: ask students what the differences might be between a street cleaner and a movie actor. Have them try to identify the various elements inherent in the two jobs that do not relate specifically to job performance, but do relate to the way in which the worker lives. Students can then break up into two groups, each one taking one of the careers and collaborating on what advantages and disadvantages in life style it would provide. Group members can pantomime various elements in life style to be identified by members of the other group, and then compare them to their own family's life style. (social studies class; industrial arts class; guidance activity)

Behavioral evaluation: from a collection of four teacher selected pictures of workers in uniform or with other accoutrements that would indicate their job, each student will identify at least three probable life style factors of each worker presented and give to the teacher's or counselor's satisfaction the corresponding elements found in his/her own family's life style.

Preparation: introduce the term life style as it conveys the way a person lives. Suggest that one;s career may greatly affect life style for far more than the eight hours a day he/she works: it affects where one lives, how much leisure time he/she has, what sort of clothes he/she wears, food he/she eats, etc.

Resources: pantomiming.

b. Activity: from any television program with a strong main character, have students identify the life style of that character in specific terms. They can discuss the elements in class and compare them to those of the teacher or counselor or other adult and then compare them to their own family's life style. (guidance activity)

Behavioral evaluation: each student will make, to the satisfaction of the teacher or counselor, a three way comparison between two hypothetical workers (e.g. a famous lawyer and a delicatessen owner) or two television characters (e.g. Mannix and Lucas Tanner) and his/her father or mother or other head of the family.

Preparation: same as II, D, 1, a.

Resources: television program.

2. Developmental objective: to consider the life style one desires in relation to possible careers.

   a. Activity: have students break up into two groups. Each group will decide on three to five desireable elements of life style and list them on the blackboard. The other group will try to give at least three careers that might provide such a life style. Students should react to the possibilities and discuss any difficulties they may encounter in agreeing on desireable factors. (guidance activity)

   Behavioral evaluation: each student will relate at least two specific careers in which he/she is interested with three elements of life style for each that he/she considers desireable.

   Preparation: continue lesson on life style as connected with careers. In activity, if necessary, try to turn focus away from purely glamorous or fantastic careers by suggesting such elements as privacy, quiet, close family life that also need to be considered when choosing a career.

   Resources:

   b. Activity: have students role play a family situation in which the father has decided to change his job so that he would work, for more money, at night rather than during the day. The mother has also decided to make a change from full time housewife to full-time student. The parents try to explain these changes to their children. Afterwards they have students discuss all the possible alterations in life style that might come from such a shift.

(guidance activity; social studies class)

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, two changes in life style elements that would almost certainly come from such a change as role played, and three possible changes that might evolve from such a change.

Preparation: same as II, D, 2, a.

Resources:

II. NEED: SELF KNOWLEDGE (10-12)

A. Unit goal: to increase knowledge of the self through integration of self characteristics and future plans.

1. Developmental objective: to be able to organize various self characteristics into patterns associated with career goals.

   a. Activity: have each student make a clay representation of his/her strengths and weaknesses as he/she sees them in relation to work. Students can then break up into small groups and help one another consider the implications of their assessment in terms of goals. Each student can identify his/her primary career goal(s) or tentative goals and the others canprovide feedback regarding the feasibility of such goals. (art class; guidance activity)

   Behavioral evaluation: each student in writing or a counseling interview will identify his/her career goal(s) and relate them to the teacher's or counselor's satisfaction, directly to specific patterns of self characteristics.

   Preparation: encourage students to consider their self characteristics in terms of patterns rather than in isolated categories. Stress the necessity for dealing with the realistic aspects of setting goals based on self characteristics.

   Resources: art materials.

   b. Activity: have each student list on a piece of paper the following value orientation:

      security
      adventure
      money
      challenge
      political power
      being admired
      being liked

being respected

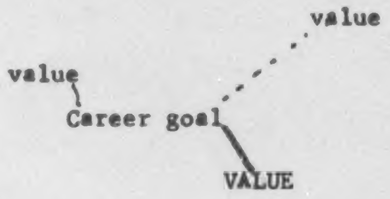
being well known

being anonymous, but important

contributing to society

Then have him/her rate each one of these according to the significance each holds for each student, using a rating system with five stars(*****) for the most significant values and (*) for little significance, no star indicating no significance and one star encircled meaning a negative value; e.g. actively not wanting challenge. In small groups, each student can reveal his/her most important value(s) and then state current career goal(s). Other students can react to the combinations of value and career and consider whether they fit. (guidance activity; social studies class)

Behavioral evaluation: each student will make a diagram with his/her career goal(s) written in the center. Then he/she will signify the importance of the three most significant values related to the career, he/she holds by size or position. For example:



Preparation: same as II, A, 1, a; any comprehensive list of values may be used; review the importance of values as motivators.

Resources: for work on value clarification and individuality, see Search for Values.

c. Activity: have each studentmake a junk sculpture of him/herself as a worker. Then have him/her discuss the career portrayed and how it relates to his/her own self image. Students should look at one anothers work and consider whether they see each other as they see themselves. They should also consider the specifics of the depicted self images. (shop class; guidance activity; Psychology class)

Behavioral evaluation: each student in a counseling interview will state and relate his/her self concept to specific terms to his/her career goal(s) or tentative career goals, to the satisfaction of the teacher or counselor.

Preparation: same as II, A, 1, a; review notion of self concept as the way one sees him/herself in a unified way.

Resources:

2. Developmental objective: to be able to identify personal strategies for attainment of career goals.

   a. Activity: have each student construct a multiple flow chart indicating a broad range of the logical progressions of various choices for various career goals. (guidance activity)

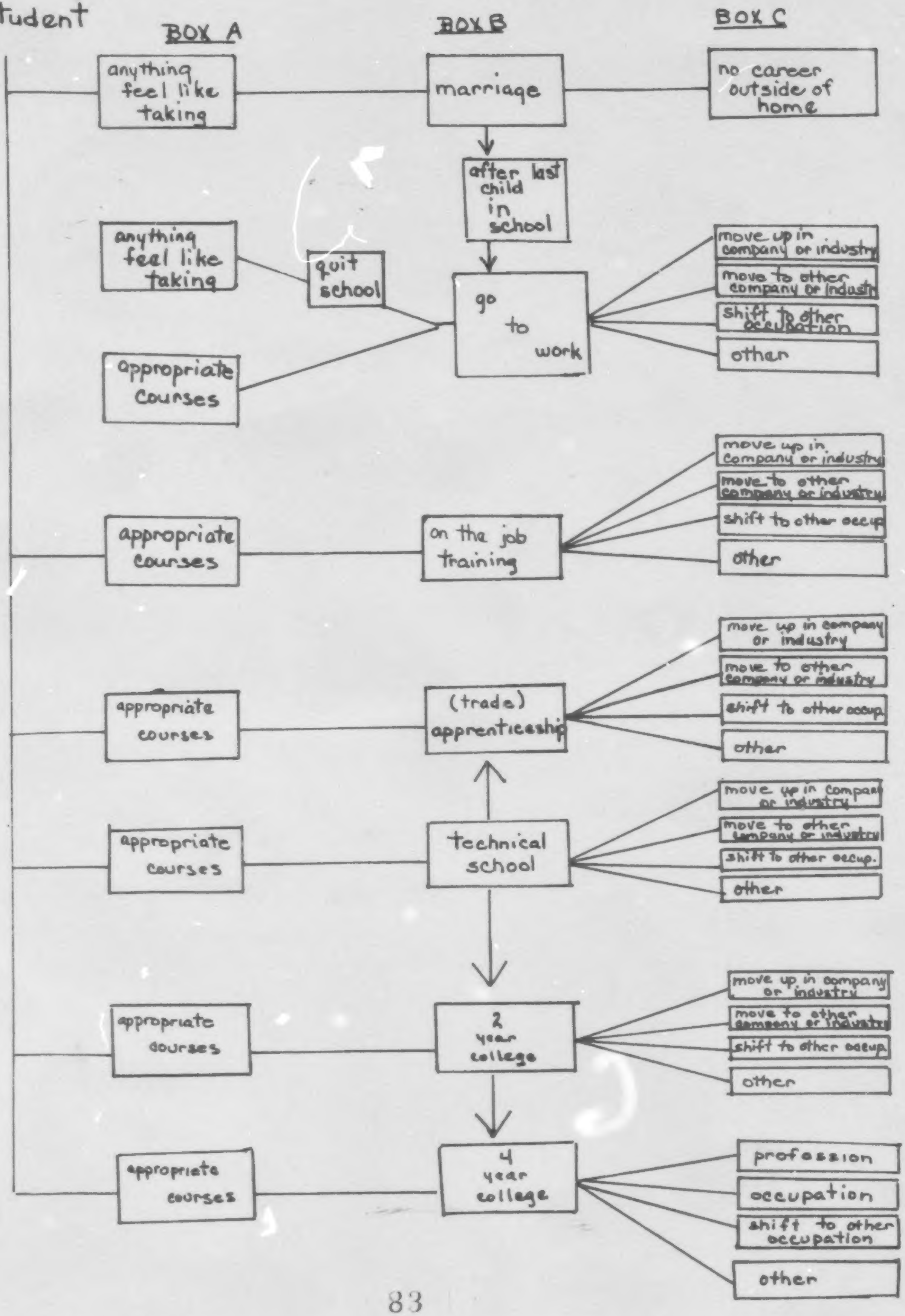
      Behavioral evaluation: each student will mark his/her own projected path on the flow chart with a red marker. Each box passed through should be further labeled as follows:

      1) the names of courses or tracts in Box A
      2) the names of specific possibilities for places of work, kind of apprenticeship or on-the-job training, college, etc. in Box B
      3) designation for "other" in Box C
      4) specific names of possible career goals in Box C

      With a green marker, each student will trace an alternative path.

      Preparation: review and discuss the various options; aid in the construction of a flow chart if necessary. Encourage students to become familiar with other students' strategies as well as their own. Emphasize necessity for flexibility as expressed in the

Stanley/Stella
Student


BOX A
BOX B
BOX C
anything feel like taking
marriage
no career outside of home
after last child in school
anything feel like taking
quit school
go to work
move up in company or industry
move to other company or industry
shift to other occupation
other
appropriate courses
move up in company or industry
move to other company or industry
shift to other occup
appropriate courses
on the job training
other
move up in company or industry
move to other company or industry
appropriate courses
(trade) apprenticeship
shift to other occup.
other
move up in company or industry
move to other company or industry
appropriate courses
technical school
shift to other occup.
other
move up in company or industry
move to other company or industry
appropriate courses
2 year college
shift to other occup.
other
profession
appropriate courses
4 year college
occupation
shift to other occupation
other

devising of alternative strategies.

Resources:

b. Activity: have students consider the following sets of goals:

finish beautician school---------- be a beautician--------finish high school

be a journeyman--------------------finish high school-----get apprenticeship

get a job in industry--------------go to vo-tech school---do well in shop course

get any job------------------------make money------------quit school

get married------------------------quit school------------live happily ever after

and have them rearrange each set of statements to indicate a logical sequence of time as short/middle/ and long range goals. Then students can decide in which sets the end goal would be attained relatively soon as compared with other sets (e.g. end goal of being a hospital orderly could be accomplished sooner than the end goal of being a doctor). Students can discuss the nature, in terms of advantages or desireability, of goals that can be achieved quickly versus those requireing more time. Other investments such as money for training, effort in studying, etc. should also be considered. (guidance activity; social studies class; psychology class)

Behavioral evaluation: each student will identify at least one set of goals including a short, middle, and long term plan, connected with his/her career choice and give to the counselor's or teacher's satisfaction at least three advantages of this plan as he/she sees them for him/herself.

Preparation: discuss the concept of long, middle, and short range goals and the accompanying considerations that need to be made. Suggest suitability of different kinds of goals for different individuals.

Resources:

B. Unit goal: to emphasize the integration of role playing with growth and change.

1. Developmental objective: to consider how changing personal role can relate to role conflict.

a. Activity: have each student make a brief photographic essay depicting a role conflict that originates in growth or change. Have them do a "before" and "after" (e.g. a little boy's relationship with his father versus a grown man's with his father). Have other students attempt to fill in a hypothetical progression of change that would result in such a role conflict, as illustrated by the photographs. (psychology class; art class; guidance activity)

Behavioral evaluation: each student will identify at least one conflict in roles which he/she has recently experienced, or is experiencing now that stems from a shift in roles as they are played over time. The conflict can be within or across culture, family, school, peer, or other relationships. The student will also decribe, to the satisfaction of the teacher or counselor, the dynamics of the conflict as he/she sees them, e.g. peers resist change in friends' study habits, parents resist child's growing independence while child resists parents' interference.

Preparation: ask students to identify the changes in role they have experienced since junior high school in school, family and peer relationships. Then they can consider how these changes tended to demand a change in other people's role playing. Then they should discuss how this can mean role conflict for others too; when an old role resists having to accomodate to the changing patterns. Use an example of a parent who has difficulty shifting the role of parent-of-child to parent-of-young adult.

Resources:

b. Activity: have students role play a situation in which an individual feels conflict between his/her emerging roles as friend and student, or brother and boyfriend, or daughter and individualist. Have other students not differences in behavior observed in the playing of each role and discuss them in terms of change and growth. For example, a young woman may behave more dutifully and child-like while playing the role of daughter-who-has-stern-father than while playing the role of brilliant-medical-student. The latter role emerges from growth and change. (psychology class; guidance activity)

Behavioral evaluation: each student will identify two role conflicts of his/her own and distinguish the behavior he/she utilizes in each. Then he/she will indicate to the satisfaction of the teacher or counselor, the direction of change and/or growth.

Preparation: same as II, B, 1, a.

Resources:

2. Developmental objective: to consider how changing role expectations relate to sex stereotyping.

a. Activity: have each student do an analysis of his/her like-sexed parent and if possible one of his/her like-sexed grandparents (or contemporary) in regard to several roles. Have each student determine where on a scale of stereotyped, each would fit. (guidance activity; psychology class; social studies class)

Behavioral evaluation: each student will indicate whether or not a change in roles regarding sex stereotyping is visible to him/her across generations to his/her own desired or predicted patterns, and give to the teacher's or counselor's satisfaction, at least three examples of behavioral evidence to support his/her claim.

Preparation: determine how much students recognize about sex stereotyping. Suggest that many traditional barriers are crumbling, yet each student has to come to his/her own position on how traditional or non-traditional he/she chooses to be.

Roles	Male	STEREOTYPE					Female
		1	2	3	4	5	
(as) parent:							
	authoritarian						understanding
	disciplinarian						tolerant
	firm						soft
	serious						happy
	unexpressive of affection						loving
	demanding						unselfish
(as) spouse							
	dominant						dominated
	aggressive						submissive
	decider of serious issues						decider of minor issues
	provider of goods						provider of services
(as) worker							
	only outside the home						inside home mainly
	important work						outside work not significant
	main role						outside work only if financially necessary
(as) student							
	worthwhile for job preparation						frivolous
	aggressive subjects						artistic subjects

Resources:

b. Activity: have a male student role play his own conceptions of a typical stereotyped male worker who is giving orders to others (e.g. shop foreman); have a previously selected female student note all possible mannerisms and nuances of the performance and then have her role play the same scene. Students can discuss how the observations represented affect job performance, how other workers might react, etc. Then reverse the situation with a typically stereotyped female worker giving solace (e.g. primary school teacher). (guidance activity; psychology class; social studies class)

Behavioral evaluation: each student will list five roles he/she feels are expected by significant others, subculture, or general culture of his/her sex and will put an asterisk next to those he/she accepts, and an acceptable (to him/her) alternative next to those roles he/she does not accept.

Preparation: same as II, B, 2, a.

Resources: role playing.

C. Unit goal: to relate the concept of life style to self patterns.

1. Developmental objective: to be able to distinguish preferred life style from parents' life style.

a. Activity: have each student choose his/her own media (written essay, drawing, painting, collage, photographs, etc,) to represent the elements of his/her own preferred life style. In small groups each student can identify the specific elements that he/she incorporated and compare them directly to those of their parents or other guardian adults. Students should consider the comparison in terms of their own characteristic patterns. (guidance activity; psychology class; social studies class)

Behavioral evaluation: each student will list five elements of his/her preferred life style on the left hand side of the paper and the corresponding elements of his/her parents' life style on the right hand side. He/she will connect with a straight line those elements that he/she sees as being essentially the same as his/her parents; then with a broken line each student will connect those elements seen as varying but basically compatible. In a counseling interview each student will account to the satisfaction of the teacher or counselor, for each element in terms of his/her self patterns.

Preparation: review concept of life style and relate it to growing independence from parents. Stress individual differences in the degree to which young adults accept originating family's life orientations.

Resources: art materials.

b. **Activity**: have students break up into small groups. Each group member then states the various elements of parents' life style that he/she thinks apply to the student next to him/her. That student reacts to the assessment, agreeing, disagreeing or clarifying and then states if and how these vary from his/her preferred life style. Other members should react to the interchange. (guidance activity; psychology class)

Behavioral evaluation: each student will rate on the scale the degree to which he/she had adopted the major elements of his/her parents' life style and will account for his/her position to the counselor's or teacher's satisfaction,

1	2	3	4	5
exactly like theirs	some minor difference from parents	some major similarities and major dissimilarities	some minor similarities and major dissimilarities	nothing in common

by delineating all similarities and dissimilarities and matching each to a self pattern; e.g. major dissimilarity--salary "I want to make much more money so I don't have to worry about paying the rent and be able to travel".

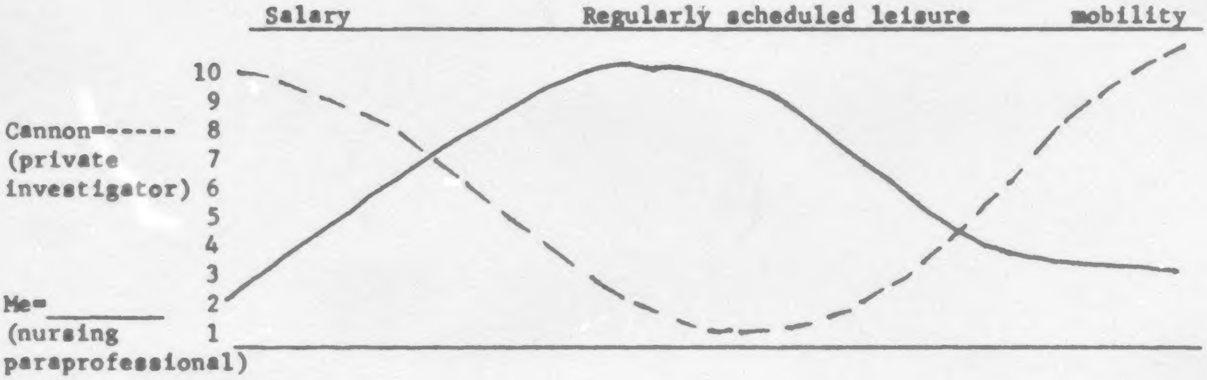
Preparation: same as II, C, 1, a; if poosible have students define the elements to be considered on evaluation scale; limit number of elements to from 3 to 5.

Resources:

2. Developmental objective: to be able to integrate preferred life style with career goals.

   a. Activity: from any television program with a strong main character that students watch, have them identify the career and life style of that character and discuss the ways in which their own career plans will affect their life style. (guidance activity; social studies class)

   Behavioral evaluation: each student will graph three life style elements of the television character, that are specifically related to his/her career on an arbitrary scale of 1 to 10 with ten being the highest (or most) and on the same graph indicate his/her own pattern.



Preparation: review importance of career as primary definer of life style.

Resources: television program.

b. Activity: have student role play various workers exhibiting inappropriate life styles (e.g. shop foreman dressed like a movie actor). Then have students discuss how and why those life styles are incompatible with the occupations. (guidance activity; psychology class)

Behavioral evaluation: each student will list two careers in addition to his/her own career choice (or possible career choice) and match each, to the teacher's or counselor's satisfaction, with a description of one life style element that he/she considers inappropriate and one he/she considers appropriate. Then he/she will provide an explanation or name of element for each set, e.g.

occupation	inappropriate behavior	appropriate behavior	reason
bus driver	fly to Europe for the weekend	eat lunch at MacDonalds	salary

Preparation: same as II, C, 2, a.

Resources: role playing.

III. NEED: SELF ATTITUDES (K-3)

A. Unit goal: to facilitate the development of a positive self concept.

1. Developmental objective: to be able to recognize one's uniqueness.

a. Activity: do an adaptation of Dr. Seuss' book, My Book About Me, by Me, Myself so that each child can have his/her own scrapbook. Mimeograph pages for students to fill in, e.g.:

"I live in ______a farmhouse, _______a duplex, ______an apartment".

"I go to school_____by bus,______on my brother's trike, ______on feet, ________by jet."

"I am a great tongue clicker______yes, ______no".

"I sing better than I click my tongue _____yes, _____no".

"My best animal's name is ________; which can be spelled backwards______".

"About food, my best food is _______but positively don't give me______".

"I eat like a _____humming bird, ______like an elephant, like a______".

"I do/do not wear a mole".

"I own _____buttons and _______zippers."

"There are ________light switches in my house."

"Sometimes I get angry at people ______yes, _______no."

"I bashed someone _______yes, _______no".

"I shoved someone ______yes, ______no."

"I smacked someone _____yes, _____no".

"I pulled hair _____yes, ______no".

"I wish I didn't do it _____yes, _______no."

Scrapbooks can be added to periodically.

Behavioral evaluation: each student will state at least five things about him/herself, two of which represent physical characteristics, and three of which represent non-physical characteristics.

Preparation: emphasize that every person is unique and special.

Suggest that each person has a chin different from all other peoples', gets grumpy over different things, likes a different kind of ice cream best, can or cannot tolerate spinach, can or cannot jump rope, does or does not want to be an astronaut or a mommy or a president.

Resources: Dr. Seuss, *My Book About Me*.

b. *Activity*: have each student lie down on a big piece of brown paper and trace around the whole child. Then have him/her decorate his/her "self" in such a way as to help the other students guess whose "self" each one is. Students can talk about what things make a person different from other people.

Behavioral evaluation: each student will point out, to the teacher's or counselor's satisfaction, three ways he/she decorated his/her "self" to make it represent him/her.

Preparation: same as III, A, 1, a; while this activity emphasizes physical aspects of ;uniqueness, encourage students to decorate their pictures to represent non-physical things as well e.g. smile, frown, laughing, crying or with a baseball bat or a self made bracelet.

Resources: art materials.

c. *Activity*: have each student make and decorate putting on eyes, hair, etc. a large face depicting his/her own. The faces should be made to form the group he/she is part of. Have students try to make their faces reflect how they feel in the group.

Behavioral evaluation: each student will identify three feelings he/she has at different times, while in a group.

Preparation: same as III, A, 1, a.

Resources: art materials.

d. *Activity*: have students do a survey on each other; What is your best vegetable, your worst vegetable, what TV program do you like best, what do you like to do on Saturday afternoons, how do you feel the day after Christmas, what do you like to do the best? The teacher can write the answers to the questions on the board.

Behavioral evaluation: each student will give at least three things about him/herself that makes him/her glad.

Preparation: same as III, A, 1, a.

Resources:

2. Developmental objective: to begin to develop a positive sense of identity.

   a. Activity: have students construct a large chart with three sections: the first twice as big as the second and the second twice as big as the third. Write or have students write at the top of the first section, "Things I'm Great At", and have them fill this section with words, drawings or pictures representing what they are "great at". The second section can be labeled "Things I'm So-So At", and filled in like the first, and the third section (and the smallest) can be labeled "Things I'm Awful At".

   Behavioral evaluation: each student will list the three things he/she does the best. Open-ended, run-on sentences can be used,

   "My name is ______________;
   'I am also a _____________;
   And am good at _________;
   And do ___________grat."

   Preparation: introduce identity as the feeling that one knows who he/she is and stress that the good things about each person say a lot about who he/she is .

   Resources: art materials.

b. Activity: use the photographic materials from Understanding Our Feelings. Have students talk about feelings as an important part of who they are, but also have them consider that good people sometimes have bad feelings and happy people sometimes have unhappy feelings.

Behavioral evaluation: each student will use a Potato Head to indicate two good feelings he/she often has and one bad one. Then he/she will give, to the satisfaction of the teacher or counselor, at least one reason why it is okay to have that bad feeling sometimes.

Preparation: stress that while feelings contribute to who one is, having bad feelings doesn't mean one is bad and having unhappy feelings doesn't mean one is an unhappy person. Emphasize positive self acceptance of self feelings.

B. Unit goal: to introduce the idea that self development, understanding and acceptance are processes influenced by on-going life experiences.

1. Developmental objective: to consider the integration of changing needs with self development.

a. Activity: using teacher selected series of pictures illustrating growth or maturation, e.g. a picture of a mother nursing a baby, a small child feeding him/herself, an older child making a sandwich, have students discuss how the child's needs change, and what those changes mean in terms of self development.

Behavioral evaluation: each student will state, cut out pictures from magazines, or draw pictures to represent one child-centered three part series (e.g. father putting toddler on tricycle, child riding bicycle alone, teenager riding motorcycle), and will describe, to the teacher's or counselor's satisfaction, how the child's needs change as he/she grows older.

Preparation: describe the way a person's needs change in terms of dependence giving way to independence and emphasize the positive nature of this growth. If necessary, stick to concrete examples using young children as they need their parents in varying degrees and amounts.

Resources: magazines, sources of teacher selected pictures.

b. Activity: have students make stick people out of tongue depressors, circular heavy paper "heads" and staples. Select three children at a time to be a family of two parents and one child. The first group, using their stick people, role plays a family scene in which a mother has just come home from the hospital with a new baby; the second group role plays the child's third birthday celebration; and the third group role plays the day the child rides a two wheeler for the first time. Have the other students react or play the sequence again.

Behavioral evaluation: each student will identify at least two of his/her needs and describe, to the teacher's or counselor's satisfaction, how these differ from two needs he/she had as a baby.

Preparation: same as III, B, 1, a.

Resources: role playing.

2. Developmental objective: to consider how common life experiences contribute to self understanding and acceptance.

a. Activity: have each student choose one interest and one ability and trace each back to its origin, by doing a finger painting to illustrate, e.g. going to the zoo and seeing elephants, an uncle demonstrating how to kick a football, a brother bringing home a record, walking in the park and discovering the bugs, etc. Students should display their painting and explain how these experiences made them feel different than they did before.

Behavioral evaluation: each student will list at least two experiences that make him/her know him/herself better (e.g. "I know I can walk ten blocks now") and two experiences that make him/her like him/herself better (e.g. "I'm big enough to eat a whole Big Mac now").

Preparation: identify several examples of everyday experiences that influence our attitudes about ourselves. Emphasize ways in which people are introduced to areas that might be of interest, the methods used to become able in those areas, and the way simple achievements can make people accept and appreciate themselves.

Resources: art materials.

b. Activity: have students use the DUSO Kit and discuss their reactions.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, two ways in which recent experiences, in school, at home, or in the neighborhood have affected how he/she sees him/herself.

Preparation: same as III, B, 2, a.

Resources: DUSO Kit.

C. Unit goal: to facilitate the development of tolerance and flexibility.

1. Developmental objective: to develop a sensitivity to, and an acceptance of, others who differ.

a. Activity: have students break up into two's and talk to one another for five minutes, finding out as much about that person as possible. Each student then should report to the class about what he/she found out.

Behavioral evaluation: each student will make a collage from any materials representing two things he/she learned about the other student that are similar to his/her own characteristics, one thing that is different, and one thing he/she didn't know before or was surprised to find out.

Preparation: suggest briefly that all of us are alike in some ways and all of us are different in some ways. Stress that it is to the advantage of all of us to accept one another and consider one another's feelings because it makes life generally happier and the world less complicated. Avoid heavily moralistic lesson. Orient students to interviewing techniques for activity by suggesting possible questions (e.g. how many teeth do you have out, do you like your older brother very much, what is your favorite lunch, etc.)

Resources: art materials.

b. Activity: make up and tell students a story about a group of children who were all of one color--purple. They played together every day and didn't have very many fights. They played stick ball and took turns on a set of roller skates and hardly ever got into bad trouble. One day a new kid came into the neighborhood. She could play stick ball great and had big bandaids on both knees from roller skating. She told great jokes, shared her potato chips and even had a mother who didn't shout or holler very much. But both she and her mother had an odd thing about them, they weren't purple. They were green. The children noticed this right away but didn't worry about it until an older brother of one of the Purples started making fun of the Green Kid. In a day or two none of the Purples would even talk to the Green Kid let alone play with her. Finally, when she came to play one morning and everyone walked away saying, "Who wants to play with a Green Person?, she began to look sad and started to cry. Then she got very angry. Students should identify the reason that the Green Kid was excluded from the group and discuss whether it was fair. They should also consider how she seemed to feel, why she was sad, and then mad, and decide if they ever felt that way in a group.

Behavioral evaluation: each child will name, to the teacher's or counselor's satisfaction, at least two ways that prejudice against a minority hurts the victim and at least one way it hurts the oppressors, as well.

Preparation: same as III, C, 1, a.

Resources:

c. Activity: have students role play a normal in-school situation, in-class and /or on the playground, but have one student play the part of a consistent loser, who can't write his/her name right or jump rope or shoot marbles or tell any good stories or who likes egg salad sandwiches and wears funny sneakers, and has weird hair and who flunks every single gym test. After the role playing, have the student who played the loser tell how he/she felt in that part and what the others did that made him/her feel that way.

Behavioral evaluation: each student will identify two feelings that the loser had all the time and state whether he/she has occassionally had similar feelings.

Preparation: same as III, C, 1, a.

Resources: role playing.

2. Developmental objective: to recognize the importance of recognizing alternatives.

a. Activity: ask students to picture themselves like George, walking home from school, going into his apartment and finding the living room furniture in the kitchen, the stove and the refrigerator in the bathroom and the bathroom sink in the living rooom. No one else is home and George has to stay there alone for several hours. He is very hungry but knows that food is kept in the refrigerator in the kitchen--and nothing is in the kitchen but the couch and a chair and a table. His hands are filthy and he wants to wash them but the bathroom doesn't have the sink in it, and even though he is really tired, there's no place to sit down in the living room. George is miserable; he keeps going over how the plan is supposed to go: eat in the kitchen, wash in the bathroom, sit in the living room.

Students should identify what George's problem is (besides that someone came in and switched all the furniture) and what he should do.

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, at least one reason why George will be unhappy if he will only think of how things are supposed to be.

Preparation: introduce the concept of flexibility as it allows people to do things in different ways or alternatives. Stress that it makes life much easier to deal with if one can shift to other ways of doing or thinking about things when necessary.

Resources:

b. Activity: draw a fairly simple maze, with three possible routes, on the blackboard. Have the maze lead to ice cream or balloons or something else very popular, and go over one of the routes very thoroughly so that each student is familiar with it. Then announce that the established route has been covered by awful smelling garbage by a nasty little girl who hates balloons. Then have the students take turns coming to the board to discover a way to the end of the maze. Then discuss whether alternative routes were found (or searched for) or whether anyone gave up or whether anyone plowed on through the garbage.

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, one reason why at times it's a good idea to look for different ways of doing things.

Preparation: same as III, C, 2, a.

Resources:

III. NEED: SELF ATTITUDES (4-6)

A. Unit goal: to facilitate the development of a positive self concept.

1. Developmental objective: to be able to recognize one's uniqueness.

    a. Activity: use appropriate level of *Dimensions of Personality* kit and encourage student reaction and discussion.

    Behavioral evaluation: each student will identify at least three aspects about him/herself that he/she considers positive.

    Preparation: review the idea that each person is unique and emphasize the positive aspects of differences between people. Suggest that the world would be a very dull place if all of us looked the same, thought the same and felt the same.

    Resources: *Dimensions of Personality* grade 4: "Here I Am", grade 5: "I'm Not Alone", and grade 6: "Becoming Myself".

    b. Activity: have each student make a poster or collage called "The Me No One Knows" and include abilities, interest, feelings, or any other aspect of the self. Those who volunteer should display their work and talk about its content.

    Behavioral evaluation: each student will list at least three things about him/herself that most people don't know and explain, to the satisfaction of the teacher or counselor, for at least one of them, why people don't know about it.

    Preparation: same as III, A, 1, a.

    Resources: art materials.

    c. Activity: have each student make a papier mache image of him/herself and paint it, decorate it, etc. to look as much as possible like him/her. Then have students take turns describing exactly what they included and why.

    Behavioral evaluation: given a list of twenty five adjectives, e.g.

tall, happy, smart, funny, good looking, short, athletic, musical, friendly, each student will check at least eight of them as self descriptors.

Preparation: same as III, A, 1, a.

Resources: art materials.

2. Developmental objective: to continue in the development of a positive sense of identity.

   a. Activity: have students consider their earlier units on values and discuss the ways in which values become a part of a person through behavior and attitudes, rather than simple extraneous descriptions about him or her. Have each student use a recent edition of a reasonably comprehensive newspaper to make a paper collage, "I believe in________". They can cut out headlines, pictures, articles, cartoons representing values on peace, love, clean air, safety, fun, money, etc. Have students share their products.

   Behavioral evaluation: each student will state, to the teacher's or counselor's satisfaction, three values that are so important to him/her that they are a part of him or her.

   Preparation: define a sense of identity as the total feeling one has of knowing who he/she is and what in life is or is not important. Review, if necessary, the idea that behavior is usually relatively consistent with values that are genuinely held.

   Resources: newspapers.

   b. Activity: use Discovering Your Personality kit designed to explore emotions, values, goals, and relationships.

   Behavioral evaluation: each student will complete the following "Who I Am" sequence.

   The best thing I can do is ________________.

The think I want to be able to do best is ___________.

The most important thing about me is ____________.

The thing I like to do best is ______________.

A feeling I have nearly every day is ____________.

The most important thing I believe in is _________.

The most important thing about my family is __________.

The best thing in life is ____________.

Preparation: same as III, A, 2, a.

Resources: Discovering Your Personality.

c. Activity: have each student select and pantomime three of the several roles he/she plays in the culture, school, home, neighborhood, etc. The other students should guess which of the roles illustrated is the most important to the student doing the portrayal, at the current time.

Behavioral evaluation: each student will indicate (by "yes" or "no") whether the other students identified correctly his/her most significant role. Then he/she will give at least two reasons why they were right or wrong.

Preparation: same as III, A, 2, a; review the relationship of role to behavior, if necessary, and stress that much of who we are is composed of the behavior we utilize while playing our roles.

Resources: pantomiming.

B. Unit goal: to expand the idea that self development, understanding, and acceptance are processes influenced by on-going life experiences.

1. Developmental objective: to consider how changing needs are integrated with self development.

a. Activity: have students make a chart with three columns: one labeled "Do It for Me", the second one "Help Me Do It", and the third one "Do It Myself". Then have students illustrate by drawings, words, or cut out pictures, those aspects that are appropriate for each category. Students can include feeling oriented experiences (e.g. getting cheered up on a rainy Saturday) as well as the physical and non-physical abilities inherent in reading, dressing, painting, etc. When degrees of need are established, have students discuss who the needs are usually fulfilled by (parent, sibling, friend) and talk about what any changes mean (from one category to another) in terms of their growth.

Behavioral evaluation: each student will name at least two things in his/her "Do It For Me" list and predict into which column he/she might put each next year at this time. Then he/she will give, to the satisfaction of the teacher or counselor, at least one reason for each predicted change (or non-change).

Preparation: expand on the idea that we do not live in a vacuum, that we are influenced by the people around us and the experiences we have as we grow. As the process evolves some of our needs change drastically. For young people, this is most concretely observed in growing independence from parents or other adults and the move toward self sufficiency.

Resources: art materials.

b. Activity: have students cut out pictures of any situation showing an adult doing something for a small child. These can all be pasted into a collage. Students should identify the child's need as depicted in each picture and discuss how their needs would vary if they now were in the same situation.

Behavioral evaluation: each student will construct a chart with three columns, NEEDS..........GROWING UP...........GROWN in which he/she will represent to the satisfaction of the teacher or counselor, at least two physical needs (relating to eating, dressing, etc,) and two non-physical needs (reading, listening, comforting) with captioned pictures or words and indicate the status of each need now (e.g. "I need help getting the peanut butter off the shelf" in the GROWING UP column and his/her prediction of the status in two years; "I can make my own lunch" in the GROWN column).

Preparation: same as III, B, 1, a.

Resources: art materials.

2. Developmental objective: to consider how common life experiences contribute to self understanding and acceptance.

   a. Activity: have students use Why Do We filmstrips and cassettes on typical behaviors institutionalized into social customs (e.g. work, play) and typical physiological patterns (e.g. growth).

   Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, one way each in which the experiences of work and play, having rules, and having a home, have influenced the understanding he/she has of him/herself (e.g. "I know rules make me angry sometimes and make me feel good other times".) Then he/she will describe one way each in which he/she has increased feelings of self acceptance due to growth and feelings.

   Preparation: introduce the idea that the way we live - working, playing, etc, has a purpose in terms of regulating our lives and that we can understand and accept ourselves better through examining the patterns by which we live.

   Resources: Why Do We?

   b. Activity: have each student do a study on one of his/her favorite adults. Have him/her do and tape an interview centered around the interviewee's experiences and how they have changed or added to his/her self understanding and acceptance. Structure can be provided by questions relating to roles, e.g. experiences as a worker, as a student, etc. Play the tapes in class and discuss similarities between interviewees.

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, how being a son/daughter, a student and a friend has increased his/her self understanding, and how being one of these has increased his/her self acceptance.

Resources: tape recorder(s).

C. Unit goal: to facilitate the development of tolerance and flexibility

1. Developmental objective: to develop sensitivity to, and acceptance of others who differ.

a. Activity: have students make a class mural called DAMAGE and ask each student to contribute a picture or drawing, a painting or a poem (original or not) newspaper picture or a magazine article that illustrates how prejudice damages people. Contributions can include such items as pictures of the school integration riots in Boston, a student drawn representation of a child excluded from a group or an article on race-hatred based war. Each student should explain his/her contribution.

Behavioral evaluation: from the mural each student will name, to the satisfaction of the teacher or counselor, at least two ways, beyond the ones he/she identified, in which prejudice and intolerance can damage people.

Preparation: try to determine students' attitudes toward racial and general intolerance and suggest its negative affects as it constricts freedom and promotes waste of human potential.

Resources: art materials.

b. **Activity**: have students divide into groups on the basis of physical characteristics, e.g. all those with blue eyes, short hair, black hair, long noses, short noes, etc. For three days, each group will be denied recess or recreation time and/or any other privilege, sit in the back of the room, eat lunch alone, etc. At the end of each period the victims should discuss how they felt and what they thought the "Oppressors" felt.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, two feelings he/she had as a "victim" and two feelings he/she had as an "oppressor".

Preparation: same as III, C, 1, a.

Resources:

2. Developmental objective: to recognize the importance of recognizing alternatives.

a. **Activity**: have students do a series of multiplication problems that are relatively simple for them. Then have them break up into three groups (about evenly matched in math abilities). Have the first group do five problems that are put on the board. Have the second group do the same five problems, but don't allow them to use multiplication; make them add all the numbers (e.g. 2 x 8 becomes 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2). Have the third group do the same problems using groups of one (e.g. 2 x 8 becomes 1+1/1+1/1+1/1+1/1+1/1+1/1+1/1+1/. Set a time limit and see which group finishes first.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor what he/she would say to a friend who insisted that adding all the numbers by one was the only way to do those five problems. Then each student will give one other example situation in which he/she had to use a different way from the one he/she originally thought would be the best.

Preparation: suggest to students that there are many ways, to do most things and that part of growing up involves the willingness and skill to look for those ways; stress the utility of the notion of alternatives as it makes problem solving more manageable.

Resources:

b. Activity: have students break up into groups. The first group makes up a story in which the main character has a goal but is constantly thwarted. The second group role plays as many alternative ways as possible for the character to behave so that he/she will still attain his/her goal but through different means. The first group tries to identify the alternatives as they are role played. Then the groups reverse. The story may be about any situation from a mechanical how-to-get-there-from-here to how to finance a car or education.

Behavioral evaluation: each student will predict, to the satisfaction of the teacher or counselor, at least two possible effects on each main character invented in the activity if that character had not been able to see any other of the possible strategies to reach his/her goal.

Preparation: same as III, C, 2,a.

Resources:

III. NEED: SELF ATTITUDES (7-9)

A. Unit goal: to facilitate the development of a positive self concept.

1. Developmental objective: to be able to recognize one's uniqueness in terms of developing competencies.

   a. Activity: have each student pick a partner; each student then describes what he/she thinks are the three best things about his/her partner. Then the rest of the class can try to place the three "best things" into established categories such as social, physical, musical, etc. (guidance activity)

   Behavioral evaluation: each student will give at least one example from each of three different categories of things he/she is good at that were not mentioned by peers in the activity.

   Preparation: stress the positive aspects of growth in the age group and suggest to students that they are becoming young adult people who can do things better everyday. Emphasize that they may have skills and abilities they don't consider "real" or significant (e.g. making people feel comfortable, knowing how to fix the toilet, taking a carbureator apart). Encourage free expression of "best things" in the activity to include any area students perceive as important. The qualities described can be systematized after (not before) their expression.

   Resources:

   b. Activity: have students make a large class collage called IMPROVEMENT by using materials symbolic of the skills or areas in which students recognize improvement in their own functioning over the last two years. Have them help one another through suggestions and feedback. (art class; guidance activity)

   Behavioral evaluation: each student will identify his/her contribution to the class collage and give, to the satisfaction of the teacher or counselor, at least one example of how he/she expects each aspect identified to improve further in the next two years.

Preparation: same as III, A, 1, a; encourage free translation of "improvement in skills or areas".

Resources: art materials.

2. Developmental objective: to continue in the development of a positive sense of identity.

   a. Activity: have students in small groups consider the word "contribute" and examine all the ways people can contribute to one another in terms of cooperation and the sharing of their talents and skills. Then each student should consider his/her role in his/her family, peer group, school, and possible future work role and identify how he/she contributes positively to the total functioning of the group. Have students pantomime these contributing behaviors while others try to identify them. (language arts class; social studies class; guidance activity)

      Behavioral evaluation: each student will give at least three examples of his/her positive contributions to any group effort.

      Preparation: continue definition of identity as knowing who one is and feeling good about it. Stress the positive aspects of that through emphasis on relating to people co-operatively and contributing more and more significantly and adultly to group efforts, as time passes.

      Resources:

   b. Activity: have students choose any media they want in order to make the "good side" of themselves - i.e. the significant and positive aspects of their self concepts. Materials can include clay, papier mache, junk, drawing, pencils, crayons, paints, photographs, etc. Representations can be abstract or realistic but should represent the things that are "really them" - how they look, feel can dance, play football, etc. (art class; guidance activity)

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, specifically three details included in his/her good side and state their rank in order of importance.

Preparation: same as III, A, 2, a.

Resources: art materials.

c. **Activity**: have students make a list of their good points (from previous activities or make a new one) and write them on the left side of a piece of poster board. Have them try to associate the good points with various occupations, not in terms of students' first choices, particularly, but rather in terms of possibilities.

friendly
outgoing
healthy
on time
physically strong
get C's in school

"I might be a nurse, a salesperson, a real estate agent, etc."

Symbols or pictures can be used for occupations. (art class; industrial arts class; guidance activity)

Behavioral evaluation: each student will give three examples of occupations he/she might enter and, to the satisfaction of the teacher or counselor, link them with positive aspects in his/her own identity.

Preparation: same as III, A, 2, a.

Resources:

B. Unit goal: to expand on the idea that self development, understanding and acceptance are processes influenced by ongoing life experiences.

1. Developmental objective: to consider how changing relationships are integrated with self understanding and acceptance.

   a. Activity: have students consider the four or five most significant interpersonal relationships they have experienced either in their families, the school or neighborhood or other peer group. Have them try to think of a variety of relationships and think about how these have changed as a result of student's own growth. Have students volunteer to pantomime the "before" and "after". Other students guess what the relationship is (e.g. parent/child) and discuss the ways in which it evolves and consider what these changes mean in terms of personal growth and also in terms of how they make people see themselves. For example, the parent/child relationship changes from one of almost completely one sided dependence to a more mutual relationship in which the parent grows to depend on the child for certain things; this change is highly involved with increasing maturity and emphasizes, to the child as well as to other, the child's growing competence in such an obvious way that it promotes self confidence and positive identity. (guidance activity)

   Behavioral evaluation: each student will identify two relationships which have changed and will provide at least one way in which each has contributed to his/her self understanding and acceptance. Then he/she will identify another significant relationship with is relatively recent (in the last year) and describe, to the counselor's satisfaction, why this relationship would not have been possible five years ago, and how it affects his/her self understanding and acceptance.

Preparation: suggest to students that as they grow and change their needs also change in quantity and nature so that their ability to function on a more independent level increases. This growing independence presents opportunities for various sorts of reality testing in interpersonal relationships (e.e. what am I really like, what do I need from a relationship now) and can promote a positive sense of self as one learns to contribute to , and benefit from differing kinds of relationships.

Resources:

b. Activity: have students do a "survival study" by breaking into groups to determine what sorts of qualities and abilities would be necessary/advisable for an individual to maintain a dwelling and live in it alone without depending on another person's "handouts" (no chicken soup sent from mother) for at least a month. Have one group preface the consideration by establishing value patterns (e.g. to steal food or not) and another group consider the emotional aspects of surviving (e.g. need vs. simply enjoy family interaction) and a third group can identify the various physical skills required. Students should discuss their decisions for the rest of the class and they all should discuss whether they could comply with what is needed. (social studies class; guidance activity)

Behavioral evaluation: each student will indicate what qualities he/she has that would be necessary for survival alone and will explain, to the teacher's or counselor's satisfaction, what these mean about his/her development and how they influence his/her self understanding.

Preparation: same as III, B, 1, a; adjust living situation according to student population (urban, rural, ghetto, farm etc.).

Resources:

2. Developmental objective: to consider how common life experiences affect self understanding.

   a. Activity: have students make a class photographic essay on school life. Have them organize their work into different categories (e.g. social, personal, academic, etc.) that are agreed on as important. Have one small group do each category and let students within groups decide on their own methods of task assignments. Have the whole class share the final product and then discuss how the experiences portrayed on film affect them, in terms of their development and also in terms of their understanding and acceptance of what their "selves" really are. (art class; social studies class; guidance activity)

   Behavioral evaluation: each student will list at least one experience or relationship in each previously agreed on category of school life and describe, to the teacher's or counselor's satisfaction, how it affects his/her understanding of him/herself.

   Preparation: expand on the idea of the interaction between self and environment, i.e. that what we experience around us contributes to how we see ourselves.

   Resources: camera(s).

   b. Activity: have each student do an interview with a worker (parent, sibling, out-of-school peer)and tape it. Have students ask their interviewees how their jobs have affected them in terms of realizing competencies, taking responsibilities, understanding self characteristics (e.g. reality testing, interests, values, or emotions). Discuss results in class. Have students who work after school or on work/study programs contribute according to their own reactions.

Behavioral evaluation: each student will predict, to the satisfaction of the teacher or counselor, at least four effects he/she thinks will result from his/her working.

Preparation: same as III, B, 2, a.

Resources: tape recorder(s).

C. Unit goal: to facilitate the development of tolerance and flexibility.

1. Developmental objective: to develop sensitivity to, and acceptance of others who differ.

   a. Activity: have students submit anonymously written personal problems and then have them draw from a hat, break up into small groups and discuss the problems. Have them try to focus on how a person with that problem would feel. If donors are willing to share their feelings, encourage it. (guidance activity)

   Behavioral evaluation: from group discussions, each student will name at least two personal problems he/she does not share and will describe, to the counselor's satisfaction, for each problem at least one familiar (to the student) feeling that the "problem holder" might have. For example: Problem - no father in the home : : might feel lonely, needing a man to talk to.

   Preparation: stress that those people who vary considerably from us and seem to have nothing in common with us, still feel many of the same kinds of universal feelings we do. Through realizing this, we can understand and accept people more easily. Through realizing this, we can accept the commonality of several basic feelings.

   Resources:

b. Activity: have students form debate teams on controversial issues. First, have them identify the controversy and try to label the values involved in it. Then have students align themselves according to their own sides of the issue. Then each group can coach the other on its views so that each team will be prepared to defend the side of the issue opposite to its own conviction. Students can discuss their reactions, whether it is difficult or even possible, to assume another position. Have them try to relate positions to values and perhaps arrive at the ironic realization that two people holding the same value may take opposite sides. (guidance activity)

Behavioral evaluation: each student will state the opposite position on at least one controversial issue to the satisfaction of another student who takes that position. Each student will give at least one example of how interpretation and personalization of a value may vary to the point that two people sharing the same value and citing it, still take opposite sides on an issue (e.g. value on peace--Middle Eastern War: don't interfere at all or invade comprehensively to get it over with fast).

Preparation: emphasize that people may take positions that are very difficult to understand, but if communication is adequate many issues can be reduced to familiar considerations which can be understood with some effort.

Resources:

2. Developmental objective: to recognize the importance of recognizing alternatives.

a. Activity: have students use a science balance to solve a problem: the object is to balance the weights. On one side there are five pennies which are to stay there. Students must balance these but the only materials left are two pennies, 10 buttons, and 8 paper clips. (science class; guidance activity)

Behavioral evaluation: each student will state to the teacher's or counselor's satisfaction the process by which a solution was found and give at least one hypothetical example of how such a process if generalized, might help him/her in the future.

Preparation: discuss the importance of being able to see other ways to look at things in such a complex society as we live in, for the sake of one's own survival. Stress the quality of being able to see other opinions, methods, feelings, etc. rather than automatically adopting them, as it allows for more personal control over one's life.

Resources: science lab balance.

b. Activity: have students role play any conflict they experience in culture, family, school, peer, etc. between what someone else expects of them and what they expect of themselves. Have other students identify the conflict and discuss the consequences of accepting only one side of the conflict or the other. (guidance activity)

Behavioral evaluation: each student will give to the satisfaction of the counselor, at least two reasons why it is necessary to consider (not necessarily adopt) other points of view in a conflict as well as alternatives or compromising solutions.

Preparation: same as III, B, 2, a.

Resources:

III.NEED: SELF ATTITUDES (10-12)

A. Unit goal; to facilitate the development of a positive self concept.

1. Developmental objective: to be able to recognize one's uniqueness in terms of personal adequacy.

a. Activity: have students identify several of their important interpersonal relationships and consider what kinds of contributions they make to them. Discuss what makes a good friend, a good girl/boyfriend etc. and have students try to relate these qualities to competencies, e.g. skill in listening, sensing another's needs, as well as ones own, being able to balance one's needs against another's etc. Have students make a collage of interpersonal dynamics choosing (painting, photographing, cutting,etc) pictures that illustrate good relationships and labeling those qualities that promote or allow them. (psychology class; guidance activity)

Behavioral evaluation: each student will identify at least one relationship pictured on the collage that is similar to one he/she has. Then each student will give, to the teacher's or counselor's satisfaction, at least three of his/her own interpersonal competencies that improve the quality of that relationship.

Preparation: suggest that while much of the nature of interpersonal relationships seems to be based on feelings alone, that several abilities are required that are very real even if they seem couched in sentiment. These abilities are almost always associated with growing maturity and sensitivity.

Resources: art materials.

b. Activity: have students break into small groups. Each student has in mind a problem he/she has had or is now having and pantomimes an illustration of it. Other students identify it and the problem owner tell how he/she coped with it or how he/she can deal with it. Other students react in terms of how effective the process of the problem solving is. (psychology class; guidance activity)

Behavioral evaluation: each student will identify at least two problems he/she has solved within the last year that illustrates to the satisfaction of the teacher or counselor, his/her successful coping behaviors. Then each student will indicate (by yes or no) if he/she would have been that effective three years ago.

Preparation: introduce problem solving as a very important competency to develop, not only as it relates to decision making, but also as it relates to personal functioning.

Resources: pantomiming.

c. **Activity:** have each student chart his/her first occupational choice or potential choice and relate it to all the competencies that are important to it. These can be illustrated in terms of broad personal abilities and skills (academic, physical, interpersonal, social) first, and then should be broken down into specifics and these should be positioned on the paper to reflect their significance to the occupation. Skills and qualities that may contribute to any occupation (e.g. maturity, self sufficiency, etc.) may also be included.

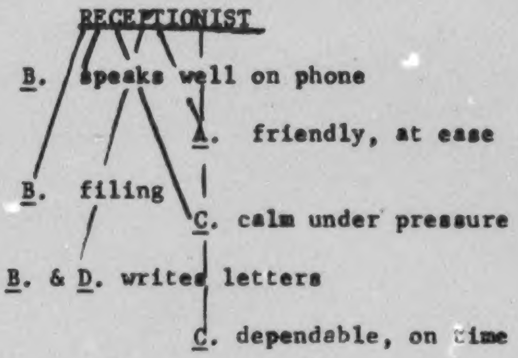
Need:

A. social skills

B. business skills

C. personal skills

D. academic skills



(business class; psychology class; guidance activity)

Behavioral evaluation: in a counseling interview each student will describe to the counselor's satisfaction, what competencies he/she has that are required for his/her occupational choice.

Resources:

2. Developmental objective: to expand on the development of a positive sense of identity.

   a. **Activity**: have students identify their roles in the following:

      culture
      family
      school
      peer group
      present job and/or future job

      There may be many roles in each category or only one. Include religion in culture or have students add or alter categories if needed. Then have them write as brief a run-on sentence as possible describing who they are in terms of at least two categories, but not more than three, using not more than two roles within each category. (social studies class; psychology class; guidance activity)

      Behavioral evaluation: to the satisfaction of the teacher or counselor, each student will expand on those identifying qualities he/she included in his/her sentences, and will relate roles he/she plays but did not select for the sentence to his/her identity as well.

      Preparation: continue work on various aspects in forming a sense of identity. Stress the importance of seeing one's self as a competent person who can do things, prefers certain orientations, has motivating values, and functions adequately and satisfyingly in a variety of roles.

Resources:

b. Activity: have students bring in or tape music that they feel they identify with. Have them include musicians, composers, and performers if they choose to, as well as making use of posters, record jackets, photographs, etc. Have other students guess which students identify with which music, pictures, etc. Then have them discuss why they identify the way they do, e.g. why Janis Joplin and not Tony Orlando? or why "You're No Good" and not "Bobby McGee". Have them try to explain in terms of values (romantic love in Olivia Newton-John's music), roles (self affirming woman in Linda Ronstadt's "You're No Good") and life style (free spirited vagabondry in Kris Kristofferson's "Bobby McGee"). Interpersonal skills, musical abilities, etc. should also be included. (music class; guidance activity)

Behavioral evaluation: students as a class will construct a polar scale, using the songs or artists they incorporated in the activity for the opposite ends, three different self related dimensions (e.g. values, roles, feelings, life style). They will label the polar opposites by what they represent as well as by name, e.g.

value	LOVE	value
Olivia Newton-John represents: quiet, idealistic, sentimental love.		Jimi Hendrix represents: rowdy, earthy, and realistic love.

Then each student individually will place him/herself on the continuum on the five dimensions according to self identity.

Preparation: same as III, A, 2, a.

Resources: tape recorder, records, etc.

c. Activity: have each student represent his/her present or predicted identity as a worker by making a junk collage which depicts, abstractly or realistically, the student as worker, the interests and abilities he/she has that would support such an occupational choice as well as the significant accomplishments, temperaments, and values. These should be discussed. (guidance activity; art class; psychology class)

Behavioral evaluation: each student will state his/her occupational choice or potential choice and support it, to the satisfaction of the teacher or counselor, but at least five aspects of his/her identity.

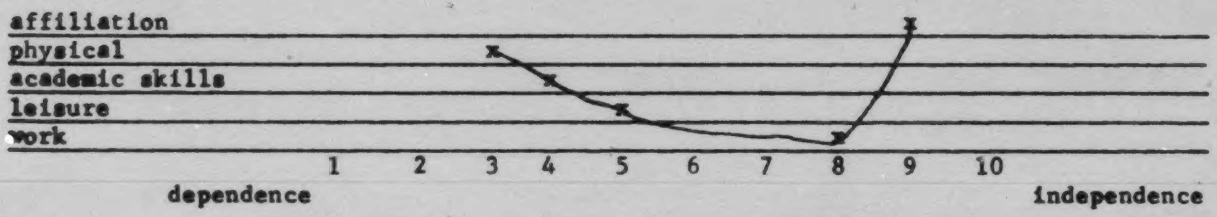
Preparation: same as III, A, 2, a.

Resources: art materials.

B. Unit goal: to continue the idea that self development, understanding, and acceptance are processes influenced by ongoing life experiences.

1. Developmental objective: to consider how changing needs are integrated with self development.

a. Activity: have students make a list of their five most significant needs and describe each in one sentence. Then each student makes a NEEDS graph with the horizontal axis as indicator of self development expressed as dependence/independence. Students can list need areas on vertical axis and plot point as appropriate, e.g.



on the horizontal. Then have students discuss what they see as the ideal configuration of the points (e.g. vertical line at 10? vertical line at 7? no straight line formation with points clustered around area 5-6? 9-10?) is it ideal for all needs to be felt in the same degree? (vertical line); is complete independence possible? Ideal? (guidance activity; psychology class)

Behavioral evaluation: each student will describe, to the teacher's or counselor's satisfaction, what he/she sees as the best configuration for him/herself and how close/far he/she is to/from the ideal.

Preparation: describe the process of maturation as one of changing needs and shifting relationships between dependence and independence. Suggest that the ideal degree of independence may vary considerably according to individual personality make up. If necessary view various areas in needs.

Resources:

b. Activity: have students break up into groups of two. Each member tells the other his/her three most important current needs. These should be as personal or impersonal as students choose. Each student then should compare these with his/her own. Then he/she should consider whether he/she had these same needs five years ago; if not, why? if so, hw has their nature change since then? (psychology class; guidance activity)

Behavioral evaluation: each student will choose his/her own method of reporting his/her three current needs as they have evolved and will indicate, to the satisfaction of the teacher or counselor, what specifically he/she thinks changes in those needs means about his/her own development (e.g. less need for personal reassurance may indicate growing self sufficiency or growing apathy; more need for vocational guidance may mean growing realization of coming decisions that must be made, or a panicky fear of the future.

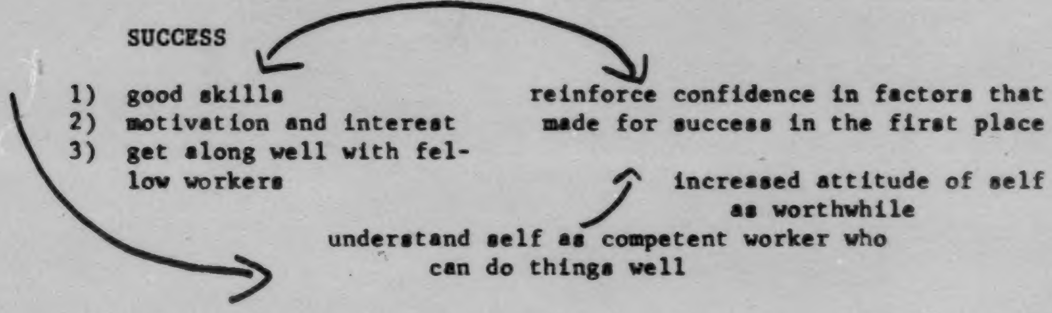
Preparation: same as III, B, 1, a; emphasize that all of us have needs of some sort even as they change.

Resources:

2. Developmental objective: to consider how common life experiences affect self understanding and acceptance.

   a. Activity: have students break up into two groups. Have one group make a poster on SUCCESS in working and the other group on FAILURE. Have students discuss and represent, graphically, why some people are successful in their work and why some fail. Have them extend these to the circular reinforcing nature of success and failure as they affirm self understanding and re-establish (or toward) self acceptance. (psychology class; guidance activity; social studies class)

   Behavioral evaluation: each student will diagram, to the satisfaction of the teacher or counselor how he/she thinks the phenomena of success and failure on the job work to affect self understanding and self acceptance. Each student also will give at least three initial contributing factors for success and failure.



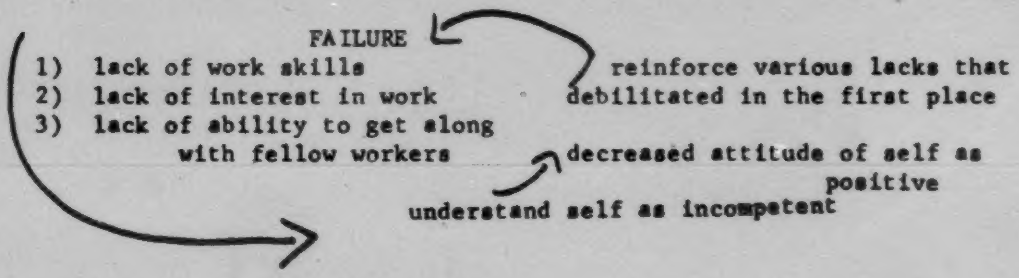
SUCCESS

1) good skills
2) motivation and interest
3) get along well with fellow workers

reinforce confidence in factors that made for success in the first place

increased attitude of self as worthwhile

understand self as competent worker who can do things well



FAILURE

1) lack of work skills
2) lack of interest in work
3) lack of ability to get along with fellow workers

reinforce various lacks that debilitated in the first place

decreased attitude of self as positive

understand self as incompetent

Preparation: describe the dependence on experience of the development of self understanding and acceptance; they do not emerge from one's head at birth; they are formulated, tempered, altered all through life. Since work is an extremely important aspect of life in our culture, the interaction between it and the individual is very influential on the attitudes one develops about one's self.

Resources:

b. Activity: have student review various aspects of school life and categorize them (social, physical, etc.) Then have each student role play how he/she feels about him/herself in relation to one of these categories. Other students identify his/her attitude and discuss how the various school aspects affect these attitudes. (psychology class; social studies class; guidance activity)

Behavioral evaluation: each student will describe to the satisfaction of the teacher or counselor, in a counseling interview, at least four ways in which school life has affected his/her own sense of self understanding and acceptance.

Preparation: same as III, B, 2, a; substituting school life for work life.

Resources: role playing.

C. Unit goal: to facilitate the development of tolerance and flexibility.

1. Developmental objective: to develop sensitivity to and acceptance of others who differ.

a. Activity: have students break up into small project groups according to ethnic variations in the student populatious (black and Puerto Ricans or whites and blacks, or Italian Catholics and Irish Protestants, etc.). Have each group do a research project on the contemporary and significant contributions of another group to their current subculture of the neighborhood or school.

One student might focus on a particular person, another on a custom or religious idea, etc. Each group should prepare a report for the rest of the class that demonstrates an appreciation of the groups studied. (social studies class; guidance activity)

Behavioral evaluation: each student will list either five positive statements about one group that differs from his/her own or three statements each about two groups that differ from his/her own.

Preparation: briefly state that all the ethnic groups contribute and that we cheat ourselves of good things if we automatically dismiss an idea, a custom, even a food, just because of its background. In the activity, encourage students to delve into areas that appeal to them (e.g. music, sports, etc.) and to employ unorthodox methods of reporting if they choose to (e.g. playing music from a different ethnic origin, cooking special foods for class members, etc.).

Resources:

b. Activity: have students do a field study on the harmful effects of prejudice has on occupational choice. Students should do taped interviews with workers, employers, and attempt to arrive at some sort of conclusion about the local status of employment as it reflects prejudiced hiring or non-hiring and the direction in which any change appears to be taking place. (social studies class; psychology class; guidance activity)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, at least three ways in which prejudice creates harmful effects on occupational choice.

Preparation: same as III, B, 2, a; expand to include the price paid by both workers and employers when exclusion or selection is made on such an arbitrary basis as is associated with most forms of prejudice.

Resources:

c. Activity: have each student conduct a fifteen minute interview with another student in order to identify that student's strengths and weaknesses. Students need to devise ways at getting at the information important to the identification of those strengths and weaknesses which should include abilities, motivating interests and values, emotional patterns, performance patterns, planning strategies and planned strategies, etc. (psychology class; guidance activity)

Behavioral evaluation: each student will estimate, for the student he/she interviewed, what that student considers is his/her greatest weakness or problem and also his/her greatest strength.

Preparation: suggest that our differences do not all occur on the ethnic level and that we need to be in touch with one another on a much more personal level as well; we can be as alienated from someone of our own background as we can from someone of a completely different background.

Resources:

2. Developmental objective: to be able to recognize the importance of recognizing alternatives.

a. Activity: have students use the Black Box Experiement. Construct several boxes with intersecting rods inside; put various sizes of washers, either within the box, loose or in different positions on rods. Have students perform experiments on the box (shaking it, tipping it, etc) in order to describe the properties of the box's contents/ From this have students generalize to all the alternative objects they can think of that would comply with the descriptions generated. Have them consider why it is impossible to state categorically what the contents are when several different objects might behave in the prescribed way. Activity may be altered to use a box with any single object inside to be identified.. (science class; guidance activity)

Behavioral evaluation: each student will describe to the satisfaction of the teacher or counselor, the most important attitude involved in solving the problem of the black box.

Preparation: discuss alternatives as they related to methods of figuring things out. Suggest that rigidity makes making sense out of environment, in terms of physics or feelings, much more difficult.

Resources: Black Box.

b. Activity: have students review their personal strategies for achieving career goals. Then have them break up into small groups. Each students states his/her planned path; then other students interject hypothetical obstacles to it. The student reconsiders in light of the obstacles and has to come up with alternative plans (which may include alteration of the original goal). (social studies class; guidance activity)

Behavioral evaluation: each student will indicate to the counselor's or teacher's satisfaction, his/her planned strategy and then hypothesize two variations on it.

Preparation: suggest to students that while plans are an important tool, when they are rigidly held or monolithically defined, they may become restrictive, especially if they are blocked and the planner becomes immobilized.

Resources:

c. **Activity**: have each student identify a very good friend (peer or otherwise) and make a chart with his/her first impressions of that friend on the left hand side and current impressions (which probably differ) relating to that same quality on the right, e.g.

first impression	current impression
loud, brassy	happy, spirited
unfriendly, snobby	shy, self conscious
mopey	quiet, sensitive

students can discuss the possible alternative ways of looking at some of the behaviors that appear obvious in the beginning, even if their initial impressions were strengthened. Encourage students to generalize this idea to the behavioral aspects of people they don't like now. (psychology class; guidance activity)

Behavioral evaluation: each student will give at least three examples of first impressions he/she has had that later proved inaccurate. Then each student will identify, to the teacher's or counselor's satisfaction, one reason why it is important to recognize that alternative (of all sorts) exist.

Preparation: put the concept of alternatives in the context of interpretations of behaviors that may first appear to reflect certain qualities, but in fact reflect quite different qualities.

Resources:

IV. NEED: SELF SKILLS (K-3)

A. Unit goal; to facilitate an increased sensitivity to interpersonal skills.

1. Developmental objective: to consider the interpersonal relationships in the family.

a. Activity: have students discuss who is in a family and identify their own family structure (e.g. one parent, two brothers, one sister, etc.). Then have students draw and cut out figures representing members (excluding themselves). Then they should draw and cut out a very large representation of themselves to be put in the center of a large piece of poster board. All of the family members can be placed in a collage surrounding each student's picture. These figures should be positioned to represent either importance or "closeness" to the student. All students should discuss the different kinds of relationships they have in their families and should try, in as precise terms as possible, to identify why he/she feels closer to one parent than to another or to one brother rather than another, etc. and what sorts of behaviors contribute to good relationships within a family.

Behavioral evaluation: each student will identify the members of his/her family to whom he/she feels the "closest" and the one from whom he/she feels the furthest (these terms by student definition) and then will give, to the satisfaction of the teacher or counselor, two things he/she does (or ways in which he/she behaves) to make the good relationship stay good.

Preparation: introduce the idea that we all learn how to behave and that the relationships we have with others are affected by the ways in which we have learned to act toward others. Stress that we can have greater control over relationships by learning the skills we need to make them successful. Give examples of skills, e.g. controlling temper, allowing the other person to talk, thinking about others as well as self, etc. Suggest that how we get along in our families may be quite important to how we get along in school and with friends.

Resources: art materials.

b. Activity: have students break up into twos. Each pair should agree on a family relationship to pantomime (e.g. one student plays the mother, the other the son) and act out a specific behavior that often takes place (e.g. hugging, scolding, playing, hitting) in that relationship, as judged by both players. The other students can guess what the relationship is, discuss whether they have similar relationships and decide if alternative behaviors might make the relationship better.

Behavioral evaluation: each student will identify any relationship he/she has in his/her family and will give two examples of behavior that facilitates the relationship and at least two things he/she thinks he/she could do to improve it,

Preparation: same as IV, A, 1, a; ask students to identify what makes a good son/daughter or brother/sister; emphasize that behavior may determine the nature of many relationships.

Resources: pantomiming.

2. Developmental objective: to consider the interpersonal and appropriate relationships in school.

a. Activity: have each student do a drawing that depicts how he/she would look in a room with just him/herself, the teacher, and the principal meeting there by chance. Then have students discuss how they would feel in that situation (e.g. nervous, comfortable, angry, fearful, etc.). Have them try to predict the way they would have behaved a year ago.

Behavioral evaluation: each student will give at least two examples of ways of behavior he/she thinks would be appropriate in the situation. Then he/she will state whether or not he/she would actually behave that way and give, to the satisfaction of the teacher or counselor, at least one reason why or why not.

Preparation: introduce the idea of appropriate behavior by suggesting that there are different kinds of relationships that demand different relating skills or ways of acting. Reinforce the idea that it is possible to learn the different ways once they have been identified. Give examples e.g. one relates differently to his/her younger brother than he/she does to his/her best friend, etc.

Resources: art materials.

b. Activity: have students role play a situation in which one of them relates to a teacher and to a principal as if they were two of his/her peers. Have students choose the circumstances: disciplinary meeting, chance encounter in the hall, etc. Then have the other students discuss their reactions to the behaviors exhibited.

Behavioral evaluation: each student will identify from the role playing at least two examples of behavior that he/she did not think were appropriate in the situation and then will replace, to the satisfaction of the teacher or counselor, these two examples with possible alternatives that would be more suitable.

Preparation: same as IV, A, 2, a.

Resources: role playing.

3. Developmental objective: to consider the interpersonal relationships among peers.

   a. Activity: have each student appraise his/her own need for friends in terms of needing many, needing a few, needing a few very close ones, etc. and then have each one state what he/she thinks is the best way to make friends for him/herself (e.g. try to smile a lot, try not to talk so much, try to talk more, etc.). Encourage reaction and feedback.

   Behavioral evaluation: each student will draw a picture of him/herself in what he/she considers an ideal group, as to number, composition and position of friends and will show (or state or write) at least two ways in which he/she behaves to facilitate those relationships.

   Preparation: suggest that while nearly everyone needs some companionship, people vary in their needs for friends and that the best way to make friends may also vary accordingly. For example, a person who needs a great many friends may concentrate more on being pleasant than the one who prefers only a few intimate friends.

   Resources:

   b. Activity: have students bring in pictures from magazines or newspapers that show children about their own age relating to one another. The teacher should select some too. Then have the students try to construct a story about each picture and tell which skills are being used at a particular time.

   Behavioral evaluation: each student will choose the three pictures from the class collection that are most like him/her as he/she relates to others, and for each one, give an example of his/her own behavior (in relating to others) that is similar to that represented in the picture.

Preparation: same as Iv, A, 3, a.

Resources: magazines, newspapers.

B. Unit goal: to introduce the concept of accepting responsiblity.

1. Developmental objective: to want to take responsibility for one's possessions.

a. Activity: have students make a picture list of all their things that they need in order to go to school on a snowy day (coat, mittens, boots, etc) Then have two students role play a situation in which there is an adult and a student at home right before it's time to go to school. The student cannot find any of his/her things and misses the bus or is too late to walk, and there is a general uproar. Then have two others role play the same scene but have the student know where his/her things are. Discuss the consequences of not being responsible versus being responsible.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, at least two reasons why it is to a person's advantage to be responsible for his own things.

Preparation: introduce the acceptance of responsibility as it illustrates growth and maturity. Emphasize the practical advantages of taking care of one's self and one's things rather than the acquisition of any moral virtue thought to be associated with responsibility taking.

Resources: role playing.

b. Activity: have students keep a log of all the times over a three day period that they were able to keep track of their own things (e.g. sneaker, pencil, yo-yo) and all the times when someone else had either to find something for him/her or had to ask him/her to put something away where it belongs (e.g. get hockey puck out of the refrigerator). Then have each student identify and share the consequences of having taken and not having taken responsibility for possessions.

Behavioral evaluation: each student will state two things he/she will try to take better care of and will predict one consequence for having taken the responsibility for each thing.

Preparation: same as IV, B, 1, a; stress that responsibility taking should be an on-going effort and not a task to complete since almost no one, especially a child is 100% responsible for every possession he/she has. Imply that part of growing up is taking more and more responsiblity for one's self.

Resources:

2. Developmental objective: to want to take responsibility for tasks.

   a. Activity: give each student one task to carry out on a daily basis that can be completed independently of the teacher (e.g. watering plants). Give each student a chart to record when he/she completes the task but put it in a relatively inconspicuous place. Do not remind anyone of his/her tasks and don't encourage other students to remind one another. At the end of the week take a tally on how many times each student did his/her task and how many times anyone was reminded. Have the studentwith the best record say how he/she feels about it, how he/she remembered (method) and why he/she remembered (motivation).

   Behavioral evaluation: each student will identify at least two tasks at home, at school, etc. that he/she has not been successful in remembering or completing. Then he/she will give at least one reason why he/she would like to be more successful.

Preparation: same as IV, B, 2, a and b substituting tasks for possessions.

Resources:

b. **Activity**: tell students a story about a little boy named Harry who wanted more than anything to be allowed to buy his own guinea pig for a pet. Harry's parents weren't quite sure about that idea especially since they both felt that they had enough children and things to look after without adding a guinea pig. Harry promised them he would take care of it himself, and pay for its food and no one else would even know it was there. Harry's parents said they would think about it for a week. The next day Harry forgot to take his little brother to the park as he had promised. Later on in the week he left all his homework at school and lost the quarter his sister had given him to buy her a comic book. After dinner the next night, he ran outside to play and didn't put his supper dishes in the sink, the way he had agreed so that his mother wouldn't have to work so long after meals. At the end of the week, Harry asked his parents again about the guinea pig--

Students should predict Harry's parents' decision about the guinea pig, decide why and think about what would be fair in the situation.

Behavioral evaluation: each student will indicate, to the satisfaction of the teacher or counselor, whether or not he/she thinks Harry could have benefited from taking more responsiblity for those tasks and possessions he already had and give at least two examples of how he could have or two reasons why he would not have.

Preparation: same as IV, B, 2, a.

Resources:

IV. NEED: SELF SKILLS (4-6)

A. Unit goal: to facilitate the increased sensitivity to interpersonal skills.

1. Developmental objective: to consider the interpersonal relationships in the family.

a. Activity: have students make up a brief two act puppet show. Puppets should represent the members of a family and the first act should play a situation in which the students consider a fairly typical fashion--say a Saturday morning when parents want children to help clean up the house and children would much rather go out to a friend's house. The second act should play the same scene again in a way students think would be better or more successful. In order to make up a script, the students would break up into two groups, one to discuss how the relationships in the family in such a situation are usually played and the other one to think about better ways of doing things. Groups should report back to the class to write the script.

Behavioral evaluation: each student will identify three bits of behavior from act I that are similar to his/her own at home and at least two "improved" skills from actII that he/she uses at least occasionally.

Preparation: expand on the notion that we learn behavior and we can learn ways to relate to people in a more satisfying way. Suggest that all significant relationships require that some effort be made to make and/or keep them positive.

Resources: role playing.

b. Activity: have each student make a collage of happy or positive pictures from magazines, newspapers, etc. of people who look like him/herself with another member of his/her family (e.g. pictures of a man with a little girl reminds student of her with her father). Have students break up into small groups to discuss what interpersonal skills are (or might be) portrayed in each picture. Have them talk about friendliness, cheerfulness, sensitivity to another's needs, etc. in their own family relationships.

Behavioral evaluation: each student will list two things he/she does to maintain good family relationships and one thing in which he/she feels improvement is needed.

Preparation: same as IV, A, 1, a.

Resources: magazines, newspapers.

2. Developmental objective: to consider interpersonal and appropriate relationships in school.

   a. Activity: have students make up a hypothetical, but common conflict situation within the school between school personnel and students (e.g. disagreements about rules). Have two students dictate to the teacher, who will list them on the board, as many methods of dealing with such a conflict as they can think of without regard to moral restraints or appropriateness of behavior. These can range from punching jaws to turning other cheek. Have students identify the "best" and the "worst" methods and role play them out. Discuss the results of each.

   Behavioral evaluation: each student will match and defend the match to the teacher's satisfaction, each situation to one of the possible methods of dealing with it.

   "I'm really mad at the English teacher; first he yells at me for something I didn't do, then he throws me out of class because Tony was talking to me. He just picks on me because I'm black he hates us all."

Solution:

1) show him by not going to class anymore
2) go tell him you didn't think it was fair to throw you out like that
3) go tell him you can't help it if he hates blacks - that's his problem
4) forget about it all and just try to get through the whole mess

"I can't do anything right - that math teacher just gave me another F and I really tried. She just likes flunking people to show how good she is".

Solution

1) pay her back by telling everyone how unfair the math teacher is
2) cheat
3) ask the teacher what you're doing wrong
4) give up on math and cut class

"I hate this school. I just got busted for running in the hall again. But if I don't, I'm late for gym and that's the only good thing about school".

Solution

1) ask the gym teacher to help you find a way to get there on time
2) keep on running anyway, just be more careful
3) walk in the hall and be late
4) forget gym anyway

Preparation: same as IV, A, 1, a; expand considerations to include relationships which may seem very oppressive to students.

Resources: role playing.

b. Activity: have students review their work on roles and have them discuss what the reason is that teachers choose to teacher for their jobs. Then have them discuss why they (the students) don't just stay at home to learn to read and do math. Have them consider whether they could learn better all by themselves or better with the help of others, the teacher and the school. Ask them to think about the word COOPERATE and to apply it to the school enterprise. They can make a class poster showing as many ways as possible that people cooperate within the school.

Behavioral evaluation: each student will state or identify, to the satisfaction of the teacher or counselor, from the poster at least four ways in which he/she benefits from cooperative relationships in school.

Preparation: same as IV, A, 2, a.

Resources: art materials.

3. Developmental objective: to consider the interpersonal relationships among peers.

   a. Activity: have students break up into groups of five or six and have one student in each group role play the part of a very sad person who has no friends and is asking for advice from his/her peers. Each of the others should suggest one way in which such a person could better make friends.

   Behavioral evaluation: each student will identify at least one way to make friends that would be especially apllicable to him/her and explain, why to the satisfaction of the teacher or counselor.

   Preparation: same as IV, A, 1, a.

   Resources: role playing.

   b. Activity: have students bring pictures from magazines and newspapers, of people their own age either alone or in groups. For every five pictures, have students construct a continuing story by shuffling pictures and filling in gaps. Have students make their stories about relationships or how people get along with one another and have them identify the specific skills they read into each picture.

Behavioral evaluation: each student, using the pictures, will formulate three sets of pictures (three pictures each) of people his/her own age relating to one another. Underneath each set he/she will label at least one interpersonal skill illustrated. In parentheses after the skill, he/she will put a (+) if he/she thinks he/she is competent in that skill, a (x) if he/she is merely adequate and a (-) if he/she is neither competent nor adequate in that skill.

Preparation: same as IV, A, 2, a.

Resources: magazines, mewspapers.

B. Unit goal: to increase the recognition of the relationship between rights and responsibilities.

1. Developmental objective: to consider responsibilities that come with growth and maturity.

   a. Activity: have students make a class list of some of the activities they consider to be their rights e.g. going out after supper, buying what they want with their own money, wearing the clothes they want, choosing their own friends, etc. For every right have students consider why they have it - because they've earned it? are old enough now? are people? After the list is on the board, have students think about a way in which his/her rights could be abused, e.g. going out after dinner - not telling anyone or staying out late enough to cause worry. Have students break up into three groups: a member of the first group identifies a right and a member of the second group gives an example of how that right might be assumed irresponsibly.

Behavioral evaluation: each student will make a chart with three columns. In the left hand column he/she will draw symbols of at least three rights he/she has. These can be related to possessions (bicycle), activities (going to the movies alone) or states of being (being grumpy when you feel like it). In the middle column each student will draw a picture or write words to indicate a possible effect of abusing that right (e.g. rusted bicycle, worried father because you're out late, everybody unhappy because you're grumpy). In the last column each student will write "yes" if he/she does act responsibly with regard to each right, "no" if he/she does not, and "so-so" if he/she does sometimes.

Preparation: introduce the connection between responsibility and rights as a matter of logic while de-emphasizing any moral considerations. Focus on how others might feel when rights are abused (not on an abstract sense of justice). In the evaluation, the represented effect of an abused right should not be the withdrawal of the right, but should illustrate the effect of the abuse either on objects or people. Some mention can be made of the variations in what is considered a "right" (e.g. to some parents choosing friends is a child's right but to others it is not).

Resources:

b. Activity: have students identify five rights that are especially important to them and then role play a situation in which someone was denying (or trying to deny) them of those rights. Students should be able to defend their rights and the aim of the role playing would be to convince the person doing the denying that he/

she should allow the exercise of the rights.

Behavioral evaluation: each student will list two rights he/she considers are his/her regardless of responsibility (e.g the right to be fed) and at least three rights contingent directly on responsible behavior.

Preparation: same as IV, B, 1, a; add the idea of unqualified rights and discuss why there is disagreement on what these are (or if they exist at all).

Resources:

2. Developmental objective: to begin to associate responsiblity with careers.

a. Activity: have students identify or review the job clusters in the 4-6 bracket of the CCEM cluster scheme. Have the students break up into groups, one to research each one. Each student can choose one occupations within the cluster, and should try to identify as many as possible of the rights and responsibilities that are a part of that job. This can be done through field trips or guest speakers. Responsiblities that are discussed can include both those areas that are tasked-related and those that are not.

Behavioral evaluation: each student will choose at least three jobs from at least two different clusters that interest him/her and will state at least two right and two responsibilities for each job identified.

Preparation: extend the association between rights and responsibilities to the adult world and to job performance. Give simple examples (e.g. what would happen if Hank Aaron could never remember to bring his baseball bat?).

Resources: CCEM

b. Activity: have students do a field study by taping interviews with their parents or some other adult they know well. Structure the interviews by asking questions on rights and responsibilities. While listening to the tapes, students should make a running list, to keep, of all the various rights and responsibilities associated with each job. Students should discuss whether these seem reasonable or difficult and why or why not.

Behavioral evaluation: each student will rank three of the jobs studied by number of rights identified and will then indicate whether he/she would rank each job in the same order by number of responsibilities, and give one reason why or why not.

Preparation: same as IV, B, 2, a.

Resources: tape recorder(s).

IV. NEED: SELF SKILLS (7-9)

A. Unit goal: to expose students to some of the dynamics of interpersonal relationships.

1. Developmental objective: to consider the interpersonal relationships in the family.

a. Activity: have students look up and discuss the term MUTUALITY particularly as it related to interpersonal relationships. Have one pair of students role play a particular family scene (eating a meal and talking, riding a bicycle with a brother, working on a project with an aunt, etc.) with one character dominating and then have a second pair do it by demonstrating a mutual relationship--one in which the partners are relatively equal and in which domination is not a major theme. Have students discuss how close their own family relationships are to this ideal. (language arts class; English class; guidance activity)

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, at least two recent examples of increasing mutuality as he/she sees it developing between him/her and another family member.

Preparation: introduce the term mutuality and/or its implications in growth. Stress the movement toward it rather than the absolute attainment of it. Try to inject the concept into already existing and "real" types of relationships i.e. in some relationships increasing mutuality might mean both parties shout more equally loud; don't imply that every relationship can be or should be characterized by descriptors that are not familiar to students (those of middle class civility).

Resources: role playing.

b. Activity: have students list on a piece of paper the five most difficult conflicts they experience with their families. They should label the parties by relationship and be as specific as possible about the situation. Have three students tally up the lists to determine three most common family conflicts in the group. Then have students role play these in several ways; first, how the dialogue usually goes. Then have students make suggestions as to how the conflicts might be better resolved for everyone's benefit - role play; then have students react to the play, making criticisms and further suggestions. Continue this sort of reality testing role playing until students think the best methods have been found. (guidance activity)

Behavioral evaluation: each student will identify two role played conflicts and at least two trial methods that led to each solution. For each trial method, he/she will give, to the counselor's satisfaction, at least one reason why it was not as good a solution as the final one.

Preparation: discuss resolution of conflict by emphasizing the necessity for retaining the dignity of both conflicted parties. Tie this into mutuality if possible. De-emphasize "giving in" or forcing the other party to give in. Stress the humanistic nature of genuine conflict resolution.

Resources:

2. Developmental objective: to consider the self in relationship to various social institutions.

   a. Activity: have students review their work on values and then have each one list the five values that are most important or influencial in his/her life. Then have students identify the five values they think are most important to the majority of their teachers. Discuss the variation between these two lists as potential sources for conflict. Have students try to identify specific sorts of behavioral differences stemming from the differing values (e.g. value on achievement may make a teacher more friendly to the better students, etc.) and consider them in terms of conflict resolution. (guidance activity)

Behavioral evaluation: each student will list at least two values of his/her own that he/she considers conflicting with teachers (or other school personnel) values. He/she will identify, to the counselor's satisfaction, one way of resolving one area of conflict.

Preparation: same as IV, A, 1, a; encourage free expression of differences and conflict between students and the institutional reality of the school.

Resources:

b. Activity: have students discuss their peer relationships and try to characterize them as mostly harmonious-mutual, mostly one-sided dominant or mostly conflicted. Have students discuss what any trends mean in terms of developing skills and also what kinds of individual variation may be present. Set up a hypothetical relationship and situation and role play it in the three different ways. (guidance activity)

Behavioral evaluation: students will give, to the counselor's satisfaction, at least one way in which the conflicted situation could be resolved, one reason why the mutual relationship is mutual, and one way in which the dominant relationship could become more equitable.

Preparation: stress that most relationships tend to have elements of all three characteristics but emphasize balance among them.

Resources: role playing.

c. Activity: have students identify what kinds of elements make a good job interview. Have students break up into twos with each pair choosing an interview situation, e.g. a job, an interviewer and an interviewee. Students should research the basic job qualifications and characteristics so that both the interviewer and the interviewee are prepared. The other students can provide feedback on the communication skills of both parties. (language arts class; industrial arts class; guidance activity)

Behavioral evaluation: each student will give at least two specific examples of how lack of communication could confuse a job interview.

Preparation: discuss communication skills as mandatory to success in the world of work. Use several simple examples illustrating how the same word can mean different things to different people, in different situations, etc.

Resources:

3. Developmental objective: to consider the nature of peer relationships.

a. Activity: have students list the things they enjoy most about their friends, the things they enjoy least, and the things that are most difficult to deal with (e.g. peer pressure). Then have them consider what they would be like if they never made another new friendand list the resultant descriptions. (guidance activity)

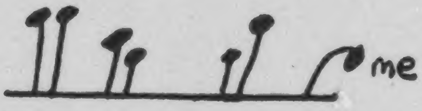
Behavioral evaluation: each student will give at least two reasons for making new friends and at least two ways to make them.

Preparation: emphasize peer relationships as crucial to identity, growth and development as well as sources of companionship and fun.

Resources:

b. Activity: have students discuss what makes a comfortable social situation and what makes an uncomfortable one. Have students break up into groups of seven or eight with each group choosing the most comfortable and uncomfortable situations they experience.. Have them pantomime each situation. The other students should identify which one is the comfortable and which the uncomfortable situation and what the circumstances are of each of them. (guidance activity; social studies class)

Behavioral evaluation: each student will represent him/herself in an uncomfortable situation through junk sculpture and verbally will explain at least two of the characteristics illustrated (e.g. nail sculpture: SCHOOL DANCE)



Preparation: same as IV, A, 3, a.

Resources: role playing.

B. Unit goal: to expand on the nature of accepting responsibility.

1. Developmental objective: to recognize that behavior has consequences.

a. Activity: from any television show that students watch, have them identify and discuss various ;kinds of behavior and their consequences. This may range from aggressive and/or physically violent behavior (e.g. on Kojak) to the quiet social withdrawal of a diabetic child (e.g. on Dr. Welby). Have students be as specific and precise about the behavior and its resultant effect on the instigator as possible. (guidance activity)

Behavioral evaluation: each student will give at least three examples of his/her recent behavior that had consequences (positive or negative) he/she had not though about before carrying out the behavior.

Preparation: discuss the taking of responsibility for one's own behavior as one of the hallmarks of growth and stress that all kinds of behavior, not just physical, have results that may effect one significantly.

Resources: television programs.

b. Activity: have students break up into groups and have each group pick an issue in which the composition of ideal behavior is controversial (e.g. sex, use of drugs, alcohol, stealing, etc.). Have each group do a photographic representation of the results of behaving in each of two ways (e.g. being bored with no drugs, being hooked or high on them). (guidance activity)

Behavioral evaluation: each student will list five controversial areas, one way of behaving in each area, and at least one result of that behavior, e.g.

issue	behavior	possible results
SHOPLIFTING	DO IT	Have a police record
		Not get caught
		Get something you really want
		Have an adventure

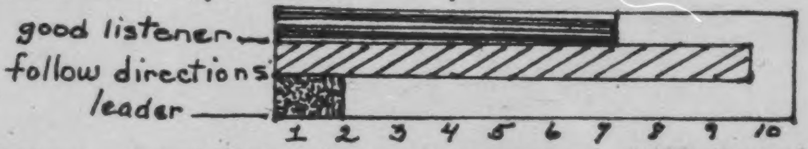
Preparation: de-emphasize moral aspects and concentrate on the results of the behavior. Try to encourage subtly, though as long a range of view as possible which would include or at least recognize alternative possibities (e.g. accept "feeling good" as a result of drinking every day, but reinforce any inclination to go beyond "feeling good" as a step in the direction of illness, addiction, detection, hassle, etc.)

Resources:

2. Developmental objective: to be able to link the concept of responsibilities and the nature of interpersonal relationships in careers.

a. Activity: using the twelve clusters in the CCEM have students rank them according to the degree of need for interpersonal skills for responsible job performance. Then have students take the three clusters in which they are most interested and rank those like the twelve. Have them consider exactly what skills are required and discuss and compare these with other students. (industrial arts r class; guidance activity)

Behavioral evaluation: each student will graph his/her interpersonal skills by order of competence, e.g. following directions, being a good listener, being a leader, etc, and in one sentence will relate each to potential career plans



Preparation: expand discussion on interpersonal skills beyond family and peers to relate to jobs and the various amounts necessary for responsible job performance. Stress the balance necessary between interpersonal skills and strictly mechanical performance of tasks.

Resources:

b. Activity: have one group of students set up a hypothetical job situation defining the interpersonal relationships briefly and describing the job task. Another group should identify as many responsibilities as it can associated with the job. These should be broken down into specifically job-task responsibilities and ininterpersonal responsibilities, e.g. (there may be debate concerning categorization).

task responsibilities	interpersonal responsibilities
load boxes	be on time
file papers	don't cheat employer
carry office supplies	put in full time

(industrial art class; guidance activity)

Behavioral evaluation: each student will identify the part of the sentence that involves task responsibilities and the part that deals with interpersonal responsibilities or skills.

"My teacher says that most people can do their jobs okay but get fired because they can't get along with each other"

"John really can put cars together fast but the customers think he's a little rude"

"Judy never minds helping out us slowpokes even though she can sew better than anyone I ever saw"

"Tony bumbles along when he drives his taxi cab and always gets lost, but his customers look for him because they love the stories he tells"

"Maria, as a receptionist, answers the phone nicely but takes an hour coffee break"

Preparation: suggest that there are different kinds of responsibilities and that interpersonal relationships may carry responsibilities as well as do jobs. Suggest, too, that nearly all jobs demand responsibilities of both types.

Resources:

IV. NEED: SELF SKILLS (10-12)

A. Unit goal: to expand on some of the dynamics of interpersonal relationships.

1. Developmental objective: to consider the self in the resolution of conflict.

a. Activity: have students divide into small groups and identify and discuss the areas of conflict they perceive in their relationship to the school as an institution (with varying personnel) which makes demands on, and has expectations of, students. Have students try to categorize these conflicts as ones that amenable to positive resolution and ones that aren't. Students should trial test by role playing as many of the soltuions as they can. For the areas they categorize as not amenable to positive resolution, discuss any alternative course of action (e.g. ignore, quit school, avoid, etc.). Have others challenge. (psychology class; guidance activity)

Behavioral evaluation: each student will list at least three areas in which he/she feels conflict in the school. Then he/she will identify, to the satisfaction of the teacher or counselor, at least one solution for each area and in a private interview, he/she will describe how these conflict areas have influenced his/her school life and will indicate whether or not he/she things most conflicts in the school can be resolved through positive action or through avoidance or aggression techniques.

Preparation: encourage free expression of specific conflicts. Also encourage students to invest themselves in identifying possible positive courses of action for positive resolution and to challenge those who feel defeated in this respect.

Resources: role playing.

b. Activity: have each student bring in a record or tape of some popular music that illustrates peer conflict, either in a love situation or a friend situation. Have students discuss what the nature of the conflict is, what the main character in the song does to move toward positive, neutral, or negative resolution and how (if) this could be done more successfully. In addition, have students identify those aspects of interpersonal relationships that tend to obscure options and make the process of conflict resolution more difficult (e.g. intense love feelings, loyalty, inadequate independence, real or imagined lack of self direction). (psychology class; guidance activity; music class)

Behavioral evaluation: in small groups students will collect pictures or take photographs to form a serial representation of what each group feels is a serious and/or common conflict among or between peers. The series should be in three parts and include the characters involved, the conflict, and the resolution which may be of any type (positive, negative, neutral) but which should be rated by group members as (1) the best possible; (2) one of several good ways; (3) not awful, but there could be better; (4) not good; (5) terrible. Each student individually will then give, to the satisfaction of the teacher or counselor, at least three things about interpersonal relationships that may interfere with conflict resolution processes.

Preparation: encourage as candid a discussion of conflicts as possible. In a music class some attention can be paid to popular lyrics as reflections of both contemporary attitudes and timeless phsychological states. In behavioral evaluation, pictures might be of musicians and singers studied in activity or photographs taken by students.

Resources: pictures.

2. Developmental objective: to examine the nature of communication.

   a. Activity: have students discuss and examine the particulars of their own peer language--this might be a kind of "ghetto-ize" or hip talk or "neighborhood Spanish" or whatever. They should begin by deciding on a broad scale if it is grossly different from "standard English" and then progress to the particular phrases or expressions that vary. For Spanish or other foreign language speaking students, some examination should be given to how much their native language has been affected by their American surroundings. Students should then discuss the relationship between those language differences and what is "required" for people in the world of work. They can consider the restrictions faced by a person who cannot speak any English (with Spanish speaking students) or who cannot recognize or utilize relatively standard language. Students can role play a job interview between a "straight", WASP employer and a job seeker who can speak only Spanish, or jive, or whatever students speak. Some attention should be give to jobs within and without the local area and the varying demands these would make in language usage. (English class; psychology class; guidance activity)

   Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor, give at least two reasons for the advisability of his/her ability to utilize a standard language version while not losing ethnic or local communication skills. Each student will then relate, in terms of projected career plans, whether or not he/she will be required to use extensively, or just in minimal amounts, a language different from what he/she speaks to family or peers.

Preparation: expand on the necessity of being able to utilize and understand the language so that they may function in the world of work.

Resources: role playing.

b. Activity: have students break up into two groups. One group makes a list of five words they use that could be misunderstood by others and they act out by pantomime or charades, the "standard" meaning of the word while the other group tries to identify the word and associate it with the esoteric meaning they have for it (e.g. bread meaning money, bad meaning good, etc.). (english class; guidance activity)

Behavioral evaluation: each student will give at least three examples he/she has experienced personally in which communication was blocked or obscured due to language problems, and describe to the satisfaction of the teacher or counselor, the results.

Preparation: suggest that while some "communication gaps" can appear humorous , they may present serious difficulties and even tragic breaches. Have students hypothesize situations in which lack of simple and literal understanding can result in ambiguity as well as those situation in which subtle nuances are at issue.

Resources:

B. Unit goal: to expand on the nature of accepting responsibility.

1. Developmental objective: to recognize that behavior has consequences.

a. Activity: have students role play and tape a situation in which one person is very hostile (with no apparent reason) to the other. Have students identify the situation--perhaps one in which they have felt very hostile themselves and the hostility is directed to people because of what they symbolize (e.g. anger toward young white, female social case worker from the welfare agency). Have students analyze the tape and try to identify how the person to the hostility was directed felt. Have students reverse the process (i.e. the social worker is angry). (psychology class; guidance activity)

Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, at least one incident within the last two years in which he/she behaved interpersonally in a manner that was not evoked by the person he/she was in contact with, but rather by some symbolic anger or negative "mood". Then state at least two reasons why his/her behavior might not have been the most functional or self satisfying.

Preparation: review previous work on responsibility and emphasize the nature of interpersonal relationships in relation to taking responsibilities, i.e. that most people can be either defensive or open and that their behavior may be significantly influenced by the cues they receive from others.

Resources: role playing, tape recorder.

b. Activity: have students identify the three happiest people they know. Have them think about the kinds of relationships these people have and ask students to determine whether or not they would like to be like those people. Encourage a frank categorization of what it takes to be happy in today's society, but at the same time students should examine the ways of behavior that people need to be happy. Students should consider whether happy people need to be submissive, acquiescent, Uncle Tom, etc. or whether they simply need to discard misplaced hostilities, or whether the secret lies somewhere in between these two extremes. (psychology class; guidance activity)

Behavioral evaluation: each student will represent in any media he/she chooses (drawing, photographs, clay, etc.) a Happy Person and to the teacher's or counselor's satisfaction, will explain how the represented "Person" relates to people and how far the student is from being that Person.

Preparation: same as IV, B, 1, a.

Resources: art materials.

2. Developmental objective: to be able to link the concept of responsibility to interpersonal relationships.

   a. Activity: have a student from work study or one who has dropped out of school to work come to speak to the class about the kinds of feelings he/she has for his/her employer and/or fellow workers. Try to have students focus on job responsibilities as they relate to the others with (or for) whom one works. Have students discuss the terms investment and involvement as they imply a cooperative work effort for a common goal. (psychology class; English class; guidance activity)

   Behavioral evaluation: each student will first give his/her occupational preference and then portray by brief role playing (or written work) two prospective situations in which he/she would feel personal responsibility to his/her employer or fellow workers. Then he/she will portray one situation in which he/she would tend to feel less responsibility or none at all (e.g. if one's employer is hostile, condescending, or exploitive).

   Preparation: discuss the idea of feeling responsibility to one's employer etc. and especially to one's co-workers. Emphasize the desireability of feeling you are working toward the same goal as your employer because it makes work less routine or isolated and more meaningful. Find speaker who sincerely feels the responsibilities mentioned.

Resources: student or ex-student guest speaker.

b. Activity: have student discuss marriage and the responsibilities it entails. Have male/female couples perform mock marriage ceremonies and have them research things such as rental rates, (electricity, etc.) along with the jobs each "husband" and "wife" is likely to have. Have "couples" decide how many children and when and how they will handle their care (discipline orientation; wife stays home or wife works, etc.). At the end of the research have "couples" role play a projected scene from their "marriage" when it is ten years old. Have students identify the obvious interpersonal responsibilities of adulthood (providing family shelter, food, clothing) and also the more personal responsibilities one person may have to another based on idiosyncratic personalities (psychology class; family living class; guidance activity)

Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor, describe the dynamics of the "marriage" in which he/she participated and will list at least two responsibilities that all married people might have toward one another and at least two esoteric ones he/she encountered in the mock marriage.

Preparation: discuss marriage as perhaps the most pervasive responsibility-requiring institution outside of work, in our culture. Stress personal demands and responsibilities but don't neglect the obvious, more universal physical one, particularly if student population warrants emphasis on the material needs of adults as well as children.

Resources: role playing, sources for finding apartment rates, etc.

V. NEED: EDUCATIONAL VOCABULARY (K-3)

A. Unit goal: to promote an understanding of words used in an "educational" context.

1. Developmental objective: to learn the meaning of the word success.

a. Activity: have teacher read several short stories in which the main character either succeeds or fails, e.g. Susy wants a dog, she works hard, saves her money, and buys one. John wants to learn to ride a bike, but he doesn't practice and fails to learn to ride the bike. When students can correctly identify successes and failures, read them a story about a boy/girl who does well without really trying. Discuss whether this is a success or not. What makes a success? Does it depend on your intentions and feelings about the outcome of the situation? Is it different when you really try hard and do well than it is when you don't need to try?

Behavioral evaluation: each student will identify one success which he/she has had.

Preparation: the teacher or counselor writes or utilizes seven short stories, six of which depict obvious success and failure, and one of which could be interpreted as either.

Resources: stories.

b. Activity: have counselor meet with small groups of students and discuss the word success and its relation to such things as involvement, want, striving, etc. Discuss school successes and out-of-school successes.

Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor, tell the group a recent success he/she has had, and explain why he/she feels that it is a success.

Preparation: continue discussion on success and emphasize students' successes in and out of school.

Resources:

2. Developmental objective: to learn the meaning of the word failure.

   a. Activity: choose a group of students to role play a situation in which the main character wants to learn to swim, but he/she does not practice and fails. Ask the class if this is a failure. Choose another group of students to re-play the same situation except the main character practices, but still does not do well. Is this a failure? If it is different, how is it different? In the third role play the main character does not care if he/she learns to swim and does not do well. Is this different from the other situations? Discuss the differences of opinions in judging the three role plays. Does failure mean different things to different people? Have students apply this to themselves and to the school situation.

      Behavioral evaluation: each student will identify one success or failure that he/she has recently had, and explain to the satisfaction of the teacher or counselor, why it is a success or failure.

      Preparation: same as V, A, 1, b.

      Resources: role playing.

   b. Activity: have students keep a log of failures which they have had. Students break into small groups and discuss why they are failures. Are any school failures? How do they make you feel? Are there more failures at school than at home? Can you do anything to keep from failing?

      Behavioral evaluation: each student will list at least one failure and explain, to the satisfaction of the teacher or counselor, why he/she thinks the failure occured.

Preparation: same as V, A, 1, b; stress possibilities of controlling or remedying failures and the feelings failures cause.

Resources:

B. Unit goal: to facilitate an understanding of terms necessary for educational planning.

1. Developmental objective: to be able to name several local educational institutions.

   a. Activity: teacher discusses with students various types of educational instituation, e.g. junior and senior high schools, vo-technical schools, or any schools which are found locally, the students then compile and label, or have the teacher label, a picture dictionary of these institutions.

   Behavioral evaluation: each student will draw a picture of at least one educational institution.

   Preparation: explain to students that they will have a unit on educational institutions. Determine how much they know about these, and how they think about them (e.g. junior high people are grown up).

   Resources: art materials.

   b. Activity: have students and teacher discuss the types of educational institutions which are found locally. Students can then form small groups each of which will be responsible for drawing a picture of one educational institution on a large, 5' x 7' mural.

   Behavioral evaluation: each student will list orally at least three local educational institutions.

   Preparation: same as V, B, 1, a.

   Resources: art materials.

2. Developmental objective: to be able to identify what kinds of skills

can be learned in various educational institutions.

a. Activity: using cardboard, paints, and desks, have students create facsimilies of educational institutions. Several students pretend to be the teachers while others pretend to be the students. When the teacher (real) asks the students what can be learned at their institution, they will demonstrate the skills through role play.

Behavioral evaluation: each student will give one skill that can be learned at his/her institution.

Preparation: discuss with the students the various types of skills which one may learn at institutions, e.g. art training at an art academy, engineering skills at ___________college, plumbing at a vocational technical school, etc.

Resources: role playing, art materials.

b. Activity: have students take a field trip to the local vocational technical school. They should observe what skills are learned at the school. When they come back to the class, they can discuss the skills that were being learned and compare this to the skills they think are being learned in other educational institutions, e.g. junior high school, other elementary school, etc.

Behavioral evaluation: each student will list three skills which can be learned at a vocational technical school.

Preparation: discuss educational institutions which are available locally, particularly the vocational technical school. Discuss the kinds of skill the students think can be learned at the school and and have students ask an older brother and/or sister, or friends that go to the vocational technical school about it.

Resources: transportation.

V. NEED: EDUCATIONAL VOCABULARY (4-6)

A. Unit goal: to promote an understanding of words used in an "educational" context.

1. Developmental objective: to be able to distinguish between a fact and a skill.

a. Activity: have students play a clapping game in which they lightly slap their hands on their desks in a quick rhythm. The first student, whom the teacher has picked, call out a fact: he/she then calls out another student's name who has one half of a minute to call out a skill. If he/she delays longer than one half of a minute, he/she is out of the game and the teacher starts the game over. If he/she succeeds then he/she calls on another student who then names a fact. The game continues with the students alternating the fact and skill calling until only one person is left in the game who is the winner.

Behavioral evaluation: each student will name at least one fact or one type of skill while in the game, or if he/she fails to do this, he/she will name one fact or skill after the game.

Preparation: teacher discusses the meaning of the word fact and skill and gives examples of each.

Resources:

b. Activity: have students play a bingo game, which can be played like a regular bingo in that letters or numbers are called and the students place a chip on them, but modified in that after the letter or number is called, a fact or skill is also called e.g. Number 10- Harrisburg is the capitol of Pennsylvania. Students are given red chips, which are to be used only when a fact is called after the letter or number, and black chips, which are to be used only when a skill is called after the letter or number. In order to have bingo, the student must have both the chips placed on the correct letter or number and the correct color of the chips.

Behavioral evaluation: after each game, students will form pairs and question each other; each partner will correctly identify at least three skills and three facts.

Preparation: same as V, A, 1, a.

Resources: game materials.

2. Developmental objective: to be able to distinguish among facts, skills, and habits.

a. Activity: students are given cards with either the word fact, skill, or habit written on it. They can then form a large circle and the leader calls out a fact and all of the students with the word fact written on their cards, run to a small circle where they are safe. The remaining students must show their cards to each other and if any have the word fact written on his/her card he/she must go through a paddlewheel and is out of the game. This continues, progressively getting harder, until everyone except for one person is out of the game.

Behavioral evaluation: after the game is over, each student will hold up his/her card and call out the word written on it; he/she will demonstrate that he/she understands the word by calling out one example of it, e.g. Fact--Harrisburg is the capitol of Pennsylvania.

Preparation: teacher discusses the words fact, skill, and habit with the class. He/she explains that a fact is something thought to be true, a skill is a developed proficiency, and a habit is something that a person learns to do everyday often resulting in an unconscious act.

Resources:

b. Activity: students perform a teacher-written play about one day in the life of "Joe" student. When the class sees the main character learning either facts, skills, or habits, they shout out what the character is learning, e.g. he/she is learning a skill.

Behavioral evaluation: each student when given a list of facts, skills, and habits presented in the play, will correctly identify eighty percent of them.

Preparation: same as V, A, 2, a.

Resources: role playing.

B. Unit goal: to facilitate an understanding of terms necessary for educational planning.

1. Developmental objective: to be able to name several types of educational training programs (on-the-job, trade, apprenticeship, college, etc.).

a. Activity: have children play a game of "Stump the Stars". Before the game starts, teacher chooses six children who will be the stars and gives them information on various types of educational training programs. He/she then chooses two children to be the participants; the first picks a star whom the teacher then asks a question about educational training programs. The star answers this question and the participant must either agree or disagree with the answer. When the participant is correct, he/she is awarded a point; the first participant to obtain ten points wins.

Behavioral evaluation: when the game is over, teacher will ask students any five questions which were used in the game; students will correctly answer three of them.

Preparation: obtain information on the types of educational training programs available locally.

Resources:

b. Activity: have counselor implement a workshop on the types of educational training programs available locally.

Behavioral evaluation: each student will list at least three educational training program available locally.

Preparation: obtain information on the kinds of educational training programs available locally.

Resources: information source (school referral person, etc.).

2. Developmental objective: to be able to label personal feelings about educational training programs.

a. Activity: have students cut out in educational training program advertisements from newspapers, back of magazines, pamplhlets, etc. Students compile these into a class scrapbook. Each student is then responsible for listing at least one negative and one positive feeling about the program, e.g. I don't like Airline Training School because it is too far away; I like Airline Training School because I like planes and I think I can learn about planes there.

Behavioral evaluation: each student will bring in at least one advertisement and list one negative and one positive feeling about his/her advertisement.

Preparation: explain to students that they will be discussing their positive and negative feelings about educational program. Encourage students not to foreclose prematurely about what they like and don't like. Challenge and have other students challenge any erroneous assumptions or ones that seem not to be well thought out.

Resources: advertising materials, magazines, etc.

b. Activity: teacher names local educational program (these can be found in the phone book). He/she asks the students if anyone can list positive things about a program and then he/she asks if anyone has any negative feelings about this program. The teacher then asks two students, one who has named a positive feeling and one who has named a negative feeling, to role play a "point-counter-point" debate on the positive and negative feelings about the program. In this debate one student states his/her positive feelings and the other student tries to counter these with negative feelings.

Behavioral evaluation: when give the names of two local educational institutions, each student will list one positive feeling and one negative feeling about each institution.

Preparation: same as V, B, 2, a.

Resources:

V. NEED: EDUCATIONAL VOCABULARY (7-9)

A. Unit goal: to demonstrate the use of standard English words and words which are not standard English, and to show the importance of both.

1. Developmental objective: to be able to translate slang words into standard English.

a. Activity: have students write a short story using as many slang words as possible. Then they write the same story replacing the slang words with standard English words. The teacher reads these stories and chooses the best two, and asks the students to read them to the class. Then have students form groups to write similar stories. (English class; language arts class; guidance activity)

Behavioral evaluation: each student will, to his/her group's satisfaction contribute at least three ideas about the story which the group writes.

Preparation: discuss the definition of the words: slang and standard English and give examples of each. Have students give examples also and encourage them to consider the implication of separate "vocabularies" for communication.

Resources:

b. Activity; have students form small groups; each group trys to list slang words and their corresponding standard English translations by brainstorming. Each group develops a dic tionary of slang words and their standard English counterparts. (English class; language arts class; guidance activity)

Behavioral evaluation: each student will contribute at least three slang words and their standard English translations to the group's dictionary.

Preparation: same as V, A, 1, a.

Resources:

2. Developmental objective: to understand the importance of knowing both the slang word and the standard English translation when communicating.

   a. Activity: have students tape record conversations between their friends. Students choose the conversation in which the most slang words are used. Then the tape is played for the class and it is discussed what would happen if one of the persons on the tape did not understand slang. (English class; guidance activity)

      Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, two reasons why slang is important to know.

      Preparation: discuss slang words and why they are used; ask students what the purpose of slang is, how it changes, who uses what kind, etc.

      Resources: tape recorder(s).

   b. Activity: have two students tole play a conversation between an employer and a prospective employee. In this role play, the employer's language is saturated with slang which the employee does not understand. Have the student demonstrate the breakdown of communication and possibly the comic results. (English class; social studies class; industrial arts class; guidance activity)

      Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, three comic consequences which could occur from the role played situation.

      Preparation: have students give examples of their own when someone misunderstood their slang or found it incomprehensible. Encourage references to school workers.

Resources: role playing.

B. Unit goal: to facilitate an understanding of terms necessary for educational planning.

1. Developmental objective: to be able to name the types of junior and senior high school curricula available.

a. Activity: have students publish one issue of a newspaper which will be circulated around the school. The "reporters" will search for information on the types of curricula which are available to them. They should contact the counselor or administrative worker on curricula. They can also relate the type of curricula to future jobs or training. (guidance activity; English class)

Behavioral evaluation: each student will, to the satisfaction of the teacher, contribute three ideas to this paper.

Preparation: obtain permission to print one edition of a school paper.

Resources: printing or reproducing facilities, sources of information.

b. Activity: have students participate in small group discussions which are led by senior high school students. Groups discuss the types of curricula available to them and they may also discuss the implications of each curriculum with reference to future training or jobs. (guidance activity)

Behavioral evaluation: each student will, to the counselor's satisfaction, identify the type of curriculum which he/she will take and explain why.

Preparation: give mini training session to the high school students in group leadership and give them information on various types of curricula which are available to them/

Resources:

2. Developmental objective: to be able to name the kinds of skills learned in various curricula.

   a. Activity: have tenth grade students from several curricula make word portraits about themselves. They should describe the kinds of skills that they now have as a result of their school curriculum. Have the seventh, eighth, and nineth grade students read these word portraits and discuss what kinds of skills they think the person has learned from the curriculum. (guidance activity)

      Behavioral evaluation: each student will list three skills that he/she thinks the person on his/her word portrait learned.

      Preparation: discuss with students the kinds of skills one learns in a curricula.

      Resources:

   b. Activity: have students take a field trip to the local high school to ask teachers from various curricula what kinds of skills they are trying to teach. Class then discusses these.

      Behavioral evaluation: same as V, B, 2, a.

      Preparation: discuss with students the kinds of questions they might ask the high school teachers.

      Resources: transportation.

V. NEED: EDUCATIONAL VOCABULARY (10-12)

A. Unit goal: to demonstrate the use of standard English and words which are not standard English, and to show the importance of both.

1. Developmental objective: to understand when a dialect should be used and when standard English should be used.

a. Activity: have students demonstrate through photographs or, if cameras are not available, posters, situations in which dialects should be used; refer to Self Skills 10-12 IV, A, 2, b. (English class)

Behavioral evaluation: through photographs, each student will demonstrate to the satisfaction of the teacher, a situation in which a dialect should be used.

Preparation: continue discussion on communication and ask students to identify situations in which dialect is preferred and ones in which standard English is preferred.

Resources: photographs.

b. Activity: have students create abstract models which can be two dimensional, three dimensional and made from magazine pictures, cardboard, and nails or other objects. These should demonstrate when a dialect should be used and when standard English should be used. Students display their models for the class. (English class; guidance activity)

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, one example of a situation in which standard English should be used and one situation when it should not be used.

Preparation: discuss when to use standard English and when not to. Tell the students that they will be creating an abstract model of the situations in which standard English is used and is not used.

Resources: art materials, magazines.

2. Developmental objective: to be able to recognize when standard English should be used.

   a. Activity: give students an assignment of observing and listening to other people talking so that they may determine when standard English is appropriately used. Students should keep a record of these situations. Have class and teacher discuss the types of situations in which it is appropriate, e.g. talking to a boss, to a doctor, a teacher talking to a principal, to use standard English. (English class; guidance activity)

      Behavioral evaluation: each student will list three instances in which one can appropriately use standard English.

      Preparation: have students consider various relationships of their own in which they use differing "languages". Encourage them to identify which is which, why they aren't interchangeable, etc.

      Resources:

   b. Activity: have students form groups. Each group creates one comic situation in which standard English was not used. Group presents this to the class and explains why standard English should have been used. (English class; guidance activity)

      Behavioral evaluation: each student will give two reasons for using standard English in specified situations to the satisfaction of the teacher or counselor.

      Preparation: same as V, A, 2, a.

      Resources:

B. Unit goal: to facilitate an understanding of terms necessary for educational planning.

1. Developmental objective: to be cognizant of tests such as DAT, GATB, SAT, etc. which are used in vocational training and post secondary school application procedures.

   a. Activity: students discuss the types of post secondary training programs which they intend to go to, the types of jobs which they will be holding, and/or their tested aptitudes. Have the class form small groups based on interest in one of the three forementioned categories. Each group writes to a training institution or, if possible, the prospective companies in which they plan or hope to work and ask what types of test scores are necessary in order to be considered for the program or company. The other group gets information about the DAT (Differential Aptitude Test) and the GATB (General Aptitude Test Battery) from the guidance counselor or state employment agency. After this information has been obtained groups discuss it with the class. (guidance activity)

      Behavioral evaluation: each student will list three tests which he/she may need to take to determine aptitudes, acceptibility to a post-secondary educational program, and acceptibility in a company.

      Preparation: discuss the kinds of test many institutions require applicants to take and the purposes of them.

      Resources: information on DAT, GATB.

   b. Activity: several students in the class selected as peer counselors. Have each specialize in one type of post-secondary educational program or job and the types of tests necessary to be considered for acceptance in either. Students are given two class periods to make appointments with the peer counselors for the purpose of gaining information. (guidance activity)

      Behavioral evaluation: each student will see at least one peer counselor.

Preparation: work with peer counselor on information and methods of disseminating it.

Resources: sources of information on test requirements.

2. Developmental objective: to know the abbreviations which represent various post-secondary degrees.

   a. Activity: have students identify all the degree abbreviations they know, and put them on the board. Then have each students construct a crossword puzzle using that list. When everyone is finished, they exchange puzzles and the first one correctly finished is the winner; class discusses these puzzles. (guidance activity)

   Behavioral evaluation: each student will list the abbreviations of at least four degrees.

   Preparation: discuss post-secondary school options and have the students think of the names of the degrees they might earn when they graduate from one of these schools. Assist with listing if necessary.

   Resources:

   b. Activity: have students create comical sentences using as many abbreviations as logically possible in one sentence: for example--There was an R.N. who wanted a B.S. so that he/she could teach L.P.N.'s but all that was offered was an A.A. (guidance activity)

   Behavioral evaluation: same as V, B, 2, a.

   Preparation: same as V, B, 2, a.

   Resources:

VI. NEED: EDUCATIONAL KNOWLEDGE (K-3)

A. Unit goal: to demonstrate the relationship between education and work.

1. Developmental objective: to recognize the relationship between reading and work.

a. Activity: have students cut out and print, or have teacher help them print signs that one would find in a working environment, e.g. sale, office, lady's room, exit, etc. Discuss what would happen if one could not read these signs. Have several students role play their favorite situations, or ones they've actually experienced.

Behavioral evaluation: each student will orally describe, to the satisfaction of the teacher, one incident that might happen if one could not read signs.

Preparation: bring in paper and crayons.

Resources: role playing, art materials.

b. Activity: have children call out things from a set of pictures which the teacher has prepared. The teacher selects five things and two numbers and then reads the following story and puts the selected nouns and numbers in the blanks.

Story

Today was John's first day on the job. He was excited! He was also a little bit scared. He was scared because he was afraid that he would make a mistake on his new job, because he had never learned to read.

When John got to work, his boss, the new baker, told him what to do for the day. He handed John a recipe for bread which he was to bake. John couldn't read this, but he was ashamed to tell his boss that. John thought about the recipe and thought that it said:

Take one cup of (noun #1) and shift with one pound of ___(noun #1)___. Then add ___(noun #1)___ and mix well.

Pour in three-fourths of a cup of water and one half of a cup of ___(liquid noun #2)___ and bake at ___(number)___ degrees for ___(number)___ minutes.

After baking for ___(same number as above)___ minutes, John pulled a ___(noun #3)___ out of the oven.

"Oh no!" said John's boss, "what have you done!!!!"

John said that he couldn't read. His boss was understanding. He sent John back to school to learn how to read so that he could become a baker.

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, one reason why reading is important to a job.

Preparation: select three sets of magazine pictures: one set - #1 (seven to ten pictures) will be objects not found in the kitchen which can be weighed on a home scale e.g. sand, nails, rocks, leaves, dirt, stones, etc. another set - #2 are liquid things other than water e.g. gasoline, soda, wine, vinegar, oil, etc. and the last set - #3 are ordinary things, e.g. dogs, cats, tables, hat, etc.

Resources:

2. Developmental objective: to be able to recognize the relationship between math and work.

   a. Activity: have students and teacher discuss math and the many ways in which it is used, e.g. time, miles on a car, money, etc. Then the teacher reads the following story about the day when all the numbers were lost; students take turns finishing the story.

The Day the Numbers Were Lost

One day Mr. Brown woke up and found that all the numbers were gone.

Oh good! he thought; I never did like numbers anyway. On this day, Mister Brown got up at . . . . well he didn't know what time it was for there were no longer numbers on the clock. When he finished getting dressed and eating breakfast, Mister Brown decided to go to work. Work used to be located ten miles from his home but will all the numbers gone, he didn't know how far it was. After driving around and getting lost, Mister Brown began to wish that the numbers would come back. When he finally got to work, which was a store, there was a customer waiting for him. "How much do those jeans cost?" the customer asked. Oh no, thought Mister Brown. What can I tell her now that the numbers are gone.

Have the students finish the story; tell what happens during the rest of the day. Does the customer buy the jeans? How does Mister Brown count the money which he receives? Do the numbers come back?

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, one reason why numbers are important to one's work.

Preparation: give directions.

Resources:

b. Activity: have students assemble a bulletin board displaying workers using math. Class discusses.

Behavioral evaluation: each student will state the title of one job in which people use math and explain to the satisfaction of the teacher, the specific situation in which the worker uses math.

Preparation: bring in magazines, pamphlets circulated from businesses, and any kind of pictures.

Resources: art materials, sources for pictures.

B. Unit goal: to introduce the idea that many skills are necessary for work and to know where they may be obtained.

1. Developmental objective: to know the meaning of the word skills.

   a. Activity: have students learn the meaning of the word skill. Discuss various kinds of skills e.g. reading, making friends, sports, etc. and have students look through magazines and cut out pictures of people learning skills.

   Behavioral evaluation: each student will cut out at least one magazine picture of a person learning a skill and name it.

   Preparation: define skills; suggest that they are learned, that people aren't born with them and that it takes effort to acquire them.

   Resources: magazines.

   b. Activity: discuss the word skill; have students form small groups. Each group thinks of a skill-learning situation and then thinks of all the objects e.g. balls, books, etc. that the person will use when learning this skill. One student in the group draws the person who learns the skill while the other students draw the objects, on a separate sheet of paper. These papers are given to another group and this group then cuts out the paper objects and the paper person, and invents a story about the skill which the person is learning, using the paper dolls to recreate the situation. Students can compare stories.

   Behavioral evaluation: each student will to the satisfaction of the teacher, participate in one group by contributing at least one idea on learning a skill, and by drawing and cutting out paper children and paper objects.

   Preparation: same as VI, B, 1, a.

Resources: art materials.

2. Developmental objective: to be able to identify school skills and tell why they are necessary for work.

   a. Activity: have students and teacher discuss school skills. Students can then act out simple, teacher created plays about a man or woman who uses reading, math and/or science skills in their work. Students pick out the skills that the actors demonstrate which are learned in school and discuss what would happen if they were not learned.

      Behavioral evaluation: each child will state, to the satisfaction of the teacher, one school skill and its importance to work.

      Preparation: write a simple, short play about a working day in which the worker uses reading, math and/or science skills.

      Resources: role playing.

   b. Activity: have students discuss school skills. Students form a circle with each naming a school skill. If any skill is named three times, it cannot be used again and it should be written on the board so that the students know that it is eliminated from the game. If a student cannot name a school skill, he/she is out of the game. The circle gets smaller and smaller until there is only one person left, who is the winner.

      Behavioral evaluation: each student will state at least one school skill while in the game.

      Preparation: give directions and continue discussion on school skills; suggest that many are important beyond school walls.

      Resources:

VI. NEED: EDUCATIONAL KNOWLEDGE (4-6)

A. Unit goal: to demonstrate the relationship between education and work.

1. Developmental objective: to recognize the relationship between science and work.

   a. Activity: have class form two teams, each of which selects five students to represent it. Another student (star) is given a science career which is familiar to most of the students in the class e. g. animal doctor, nurse, teacher and he/she then pretends that he/she is that worker and each of the ten students who represent the two teams are allowed to question the "star" as long as the responses to their questions are affirmative. If no one guesses the correct job, the game will terminate after two rounds of questioning. After each game discuss how some of the questions relate science to the job and select ten new representatives; points are awarded.

   Behavioral evaluation: each student, will to the teacher's satisfaction list two ways which science relates to work.

   Preparation: choose occupations; provide background necessary to develop questions. Suggest ways science relates generally to many jobs and specifically to a few.

   Resources:

   b. Activity: have students interview workers e.g. parents, neighbors, or perhaps local factory workers. Have them ask how they use science in their jobs; discuss with class.

   Behavioral evaluation: each student will contribute to the class, at least one example of science's relatedness to work, which he/she learned from the worker interviewed.

   Preparation: give directions.

   Resources: parents, other workers.

2. Developmental objective: to recognize the relationship between art and work.

   a. Activity: have art teacher speak to the students on the kinds of jobs available in art; utilize art tools in the talk e.g. pottery wheel when talking about the potter; class discusses.

      Behavioral evaluation: each student will list two types of jobs in art.

      Preparation: plan talk, bring in tools.

      Resources: art teacher, art materials.

   b. Activity: have fourth and/or fifth grade students participate in a simulated-jobs-in-art workshop which is held by sixth grade students. Have them demonstrate five types of art jobs: cartoonist, clothes designer, potter, sign painter (or any other desired art jobs). Fourth and/or fifth grade students walk around and experiment with the materials.

      Behavioral evaluation: each sixth grade student will contribute at least one idea to and/or participate in a demonstration group. Fourth and fifth grade students will experiment with materials of at least one demonstration group.

      Preparation: discuss art jobs with sixth grade students and give aid in planning their demonstration.

      Resources: art materials.

B. Unit goal: to introduce the idea that many skills are necessary for work and to know where to obtain them.

1. Developmental objective: to realize that there are many types of skills.

   a. Activity: teacher discusses with students the variety of skills one may have. Have students play a game of charades in which they imitate a well-known performer working at his/her skill. The teacher can keep a running list of the skills names.

Behavioral evaluation: each student will list three skills used in one job.

Preparation: encourage close identification of skills as integral to job performance. Give examples of concrete skills students may already have acquired (simple reading, etc.) that are important for all jobs. "Well-known worker" may be a celebrity or a parent or whoever student selects.

Resources:

b. Activity: have students play the "How many can you list" game. Students choose partners; each observes the other for one-half hour during which time the teacher continues with the regular lesson. The observing students list all the skills which the partners use e.g. reading, writing, etc. After the observation time, students can discuss the skills which were listed. The person who has listed the most skills is the winner. The class can continue discussing how one may perform many skills in one day (they can use parents or siblings as examples). The teacher can then make the analogy of a worker who performs many skills every day.

Behavioral evaluation: each student will list three skills which he/she utilizes every day.

Preparation: introduce the word skill; explain to the students that most people have some skills and that many people have many. Stress the skills that students possess or those that are within reasonable reach.

Resources:

2. Developmental objective: to realize that a job requires more than one type of skill..

a. Activity: give the students a homework assignment in which they view a television show of a worker e.g. Gordon on Sesame Street, John-Boy on the Walton's, etc. Have them list at least five different types of educational skills that the worker used. Discuss in class why five types of skills were needed.

Behavioral evaluation: each student will, to the satisfaction of teacher or counselor, tell the class five types of skills, which he/she observed while watching television and give one reason why each is important.

Preparation: ask students to imagine working on a job when all you could do was write numbers. Stress that workers need to acquire several skills.

Resources: television program(s).

b. Activity: have the students and teacher discuss the variety of skills people use at work. Students then form small groups and choose one member from each, who will, the next day dress up like a worker and demonstrate that worker's skills. Discuss and rotate group members for the next day.

Behavioral evaluation: each student will participate in one group by contributing at least one idea, which is satisfactory to the group, on the kinds of worker skills which should be demonstrated.

Preparation: review appropriate background on work-related skills. Give concrete examples. Encourage students to pick occupations that they know little about and help them research skills and "dress up" materials.

Resources: library materials, dress up materials.

VI. NEED: EDUCATIONAL KNOWLEDGE (7-9)

A. Unit goal: to demonstrate the relationship between education and work.

1. Developmental objective: to recognize the relationship between school interests and work.

a. Activity: have students write to congressman, television actors/actresses, or any public person who will respond to their letters. They should ask the person what their predominant interests were in junior high school, high school, and/or college that relate to their present jobs. Students can relate the respondents interests to his/her present job. (social studies class, guidance activity)

Behavioral evaluation: each student will relate two of the respondent's interests to his/her job and two of his/her interests to possible future goals.

Preparation: review previous units on how in-school interests can relate to occupations.

Resources:

b. Activity: have students break into small groups. Each group is given a description of a person and his/her school related interests. Students then predict the type of job which the person might enjoy. Discuss with the class. (guidance activity)

Behavioral evaluation: each student will state, to his/her group's satisfaction, one type of job which the person described might enjoy.

Preparation: same as VI, A, 1, a; identify or re-clarify "in-school" interests and stress those in which students have had exposure.

Resources:

2. Developmental objective: to recognize the relationship of number of years of education to work.

a. Activity: have students interview teachers, parents, and neighbors asking what kinds of jobs are available in their field for students without a high school degree, with a high school degree, with a degree from a junior college, trade school, or a college. Break into small groups and draw a chart indicating the relationship between number of years of education and occupations. Discuss with class. (social studies class; industrial arts class; guidance activity)

Behavioral evaluation: each student in the group will develop, to the satisfaction of the teacher or counselor, a chart which shows the relationship between number of years of education and occupations.

Preparation: relate number of years of education to specific jobs. Encourage students to examine their own performance in and willingness to extend their years in school. Suggest that this consideration is an important part of career identification and decision making.

Resources:

b. Activity: five students are selected. Each is given an occupation which requires fewer than twelve years of education, twelve years of education, fourteen years of education (junior college or trade school), sixteen years of education, or above sixteen years of education. The remainder of the class is split into two competing teams; each team has three minutes to put the students with the occupations in the proper numerical order according to educational requirement. Teams continue alternating turns until one gets the correct order. Points are given. (social studies class; guidance activity)

Behavioral evaluation: when given a list prepared by the teacher of five occupations mentioned in the game, each student will correctly identify at least three of them with the appropriate educational level.

Preparation: select sets of occupations which require different educational training. Give directions.

Resources: Dictionary of Occupational Titles.

B. Unit goal: to introduce the idea that many skills are necessary for work and to know where they may be obtained.

1. Developmental objective: to know the various types of skills which can be obtained in an apprenticeship.

   a. Activity: have local workers who are associated with apprenticeship programs, e.g. opticians, carpenters, masons, etc, come to the school and speak to the students. Class should ask questions and discuss. (industrial arts class; guidance activity)

   Behavioral evaluation: each student will list five types of skills which may be learned through an apprenticeship.

   Preparation: tell students that they will be having guest speakers. Work with students to prepare questions that they may ask. Encourage consideration of what is important to find out about skills and apprenticeships.

   Resources: speakers.

   b. Activity: have students tape interview with parents, friends, and neighbors. Each student must find one worker who learned his/her skills through an apprenticeship program. The student and the worker discuss the kind of program in which the worker participated, how he/she learned his/her skills; how he/she uses them; and how one may get into an apprenticeship program. Tapes can be played back in class and discussed. (guidance activity)

Behavioral evaluation: each student will list three skills which may be learned in an apprenticeship program.

Preparation: discuss the nature of apprenticeship and relate it both to generalized and highly specialized or technical skill development.

Resources: tape recorder(s).

2. Developmental objective: to learn ways to achieve a high school diploma after dropping out.

a. Activity: class discusses the variety of means for re-obtaining a high school diploma. Students then can form small groups each of which is given a description of a person who has dropped out of high school and wants to get a diploma; groups are to investigate ways of obtaining a diploma and to write strategies for this particular drop-out. Several groups can work on the same person and when finished, compare/contrast strategies. Discuss. (guidance activity)

Behavioral evaluation: each student will list three diploma-seeking strategies.

Preparation: type notecards including various descriptions of persons who have dropped out of high school and are seeking a high school diploma, for example: Jill, who is married and has four children, whom she has cared for at home. Four years ago she dropped out of school in the eleventh grade, but now wants a high school diploma. What should she do? What does she need to consider? or Bill who hated high school so dropped out in tenth grade. After bring out of school for five years, he decided that he wanted to go to college. What can he do? What does he need to consider? (grades, continued motivation, etc.)

Resources: source of information for identifying varied programs.

b. Activity: students form small groups. Each group is to discuss ways to construct a monopoly type game about obtaining a high school diploma e.g. credits are used instead of money, going to jail means losing a year, etc. Groups can pool their ideas to make the game and then play it. (guidance activity)

Behavioral evaluation: each student will list three diploma-seeking strategies mentioned in the final form of the game.

Preparation: give directions; discuss the game and help in its construction.

Resources:

VI. NEED: EDUCATIONAL KNOWLEDGE (10-12)

A. Unit goal: to demonstrate the relationship between education and work.

1. Developmental objective: to recognize the relationship between types of post secondary training and jobs.

   a. Activity: have the twelfth grade students collect information through interviews of parents, pamphlets and talking to friends about the types of jobs available to graduates of various institutions such as trade schools, businesses, and junior colleges. These students present this information to eleventh grade students in the form of a workshop. (guidance activity, social studies class)

   Behavioral evaluation: each twelfth grade student will contribute one suggestion on the type of job available and the required training to the group in which he/she participates. Each eleventh grade student will go to at least one workship and state three relationships between post secondary training and jobs.

   Preparation: help students obtain pamphlets; act as a resource person; review work on various institutions if necessary.

   Resources:

   b. Activity: students form small groups and have a scavenger hunt utilizing phone books, pamphlets, films or anything available. Each group is asked to find a post secondary training center where one can learn a particular skill, e. g. plumbing, carpentry, etc. The first group finished wins the game and is rewarded. (guidance activity)

   Behavioral evaluation: each group will find at least five post secondary training centers where one can learn the designated skills.

   Preparation: reinforce usage of outside sources for information.

   Resources:

2. Developmental objective: to recognize the relationship between level of education and the level of jobs within an organization.

   a. Activity: have a guest speaker, from a local corporation, come into the school and discuss the levels of one type of job within his corporation, e. g. assembly worker - - - line supervisor - - - assistant assembly superior - - - assembly supervisor. Discuss educational level required with each level of the job and include on-the-job training as part of the educational level. (guidance activity)

   Behavioral evaluation: each student will, to the teacher's satisfaction, chose one job, identify at least three levels of it, and correlate each with the appropriate educational requirement.

   Preparation: provide necessary background on levels; gear activity to jobs students are likely to enter or in which they have special interests.

   Resources: guest speaker.

   b. Activity: have each student choose one job and research the various levels of it through written materials, interviewing, etc. Then he/she can draw examples of a worker in each level and label each. These pictures are then shown to the class and put into a worker scrap book. (guidance activity)

   Behavioral evaluation: when given a particular job, each student will list three levels of it.

   Preparation: help students keep a worker scrapbook for the class; this should be a class project and it should be kept as a reference book.

   Resources: art materials.

B. Unit goal: to introduce the idea that many skills are necessary for work and to know where they may be obtained.

1. Developmental objective: to know the various types of skills which can be obtained in adult-night school.

   a. Activity: have several students visit adult night school courses offered in their district to observe the types of training programs offered. The students report to the class. (guidance activity)

      Behavioral evaluation: each student will list, to the satisfaction of the counselor, three skills which can be learned in an adult night school program.

      Preparation: continue discussion on alternatives to standard schools. Obtain permission to have visitors at the adult night school.

      Resources:

   b. Activity: have a speaker affiliated with the local adult night school come in and speak to the class and discuss with him/her types of skills they may obtain at this particular school. (guidance activity)

      Behavioral evaluation: same as VI, B, 1, a.

      Preparation: develop flexible questions for speaker by considering with students what they need to know or what they want to know about night school.

      Resources:

2. Developmental objective: to know the various types of skills which can be obtained from on-the-job training programs.

   a. Activity: have students contact local businesses by phone or by personal interview asking what kinds of on-the-job training programs are available and how they work. Select small businesses as well as large including stores, gas stations, etc. Discuss in class. (guidance activity, social studies class)

      Behavioral evaluation: each student will contact at least one business and identify one skill that can be learned from on-the-job training.

Preparation: give directions. If necessary, help select businesses to be contacted and make initial inquires for cooperation.

Resources:

b. Activity: have twelfth grade students who are in the work-study program or students who have learned on-the-job skills for a summer job, form a panel discussion group. This group should explain to the eleventh and tenth grade students what kinds of skills were learned and where they were learned and how they were used. (social studies class, guidance activity)

Behavioral evaluation: each student will list five types of skills which can be learned on the job.

Preparation: suggest the nature of learning on-the-job in connection with entry level versus veteran skill attainment. Focus on the positive aspects of learning skills to encourage students who feel they haven't enough skill.

Resources: twelfth grade work-study students (or those learning on-the-job skills).

VII. NEED: EDUCATIONAL ATTITUDES (K-3)

A. Unit goal: to facilitate the belief that school learning experiences are important.

1. Developmental objective: to be able to define school learning experiences.

   a. Activity: have each student look through a magazine for a picture of someone learning an "educational" skill. Make up stories about what the person in the picture is learning and how he/she might use that learning.

   Behavioral evaluation: each student will verbally compose to the satisfaction of the teacher or counselor, a story about learning.

   Preparation: give directions to the students. Discuss learning experiences and define "educational" skills as those dealing primarily with in-school activities but stress the use of these outside school.

   Resources: magazines.

   b. Activity: have each student cut out teacher-drawn or, if possible, student-drawn profiles. Turn off the lights and have a silhouette puppet show simulating school learning experiences. Discuss.

   Behavioral evaluation: during the puppet show, each student will verbally describe one learning experience.

   Preparation: draw or have the art teacher draw student and teacher silhouettes; explain the puppet show and discuss educational skills.

   Resources: art materials.

2. Developmental objective: to be able to explain why school is important.

   a. Activity: have the students view folioplasts (color lifts) of children in foreign lands learning in a school situation. Then have them guess what the children in the pictures are learning and why it is important. (The last few folioplasts should be of an American school.)

Behavioral evaluation: each student will verbalize, to the teacher's satisfaction, two reasons why school is important.

Preparation: make folioplasts of foreign students and American students learning in a school situation; discuss the pictures.

Resources: folioplast materials.

b. Activity: have students view the film "Education, who needs it?"

Behavioral evaluation: each student will state verbally or in written form, three reasons why education is important.

Preparation: discuss the most important thing a student has learned today in school and why it is important. Prepare for film.

Resources: film: "Education, who needs it?"

B. Unit goal: to promote, through educational experiences, attitudes necessary for a life of work.

1. Developmental objective: to learn the importance of good health habits.

a. Activity: have the students view a film on the proper care of teeth and discuss why teeth and the care of them are important.

Behavioral evaluation: the student will state, to the teacher's satisfaction, two reasons why good health habits are important for teeth.

Preparation: discuss film.

Resources: film: "Dottie and her Dad"

b. Activity: have the students view a film on teeth and discuss why teeth are important.

Behavioral evaluation: same as VII, A, 1, a.

Preparation: same as VII, A, 1, a.

Resources: film: "Henry plans ahead"

c. Activity: have the students distinguish between foods that are nutritional and foods that are not (use familiar foods). Take students to the library and help them to research what "nutritious" means and what makes a food important in that way.

Behavioral evaluation: each student will state to the satisfaction of the teacher, two reasons why nutritious foods are important.

Preparation: bring in and discuss foods and the importance of good eating habits.

Resources: library materials.

2. Developmental objective: to be able to understand the importance of good grooming habits.

a. Activity: have the students create a bulletin board using photographs, magazines, and hand-drawn pictures showing well groomed and poorly groomed children. While doing this, the teacher and the students discuss the importance of good grooming habits.

Behavioral evaluation: each student will contribute one picture of either a well groomed or poorly groomed child and explain to the teacher's satisfaction why it is, or should be, important for the child in his/her picture to have good grooming habits.

Preparation: explain bulletin board.

Resources: art materials.

b. Activity: declare one week as Good Grooming Week and have students bring in posters and make up grooming riddles and slogans. Design bulletin boards and have teachers talk about the importance of grooming.

Behavioral evaluation: each student will distinguish between pictures of well groomed children and of poorly groomed children. He/she will also list three reasons why good grooming is important.

Preparation: coordinate with all teachers.

Resources: art materials.

C. Unit goal: to facilitate positive attitudes toward school.

1. Developmental objective: to facilitate the belief that everyone is good in something.

   a. Activity: have students form pairs with each rating the other on school activities, i.e. reading, sports, math, making friends, lunch, etc. Compare and discuss how everyone is good in something.

   Behavioral evalu ation: each student will tell the class one thing in which he/she is good.

   Preparation: ditto a list of school activities from which the students may choose.

   Resources:

   b. Activity: have students interview parents asking them what they were good in in school, ie. reading, sports, art, etc. Break into small groups and discuss.

   Behavioral evaluation: each student will present to his/her group one thing in which each of his/her parents did well.

   Preparation: suggest that everyone has talents and can do well in at least one thing. Help students choose questions to ask parents.

   Resources:

2. Developmental objective: to understand that not everyone does well at every activity, but everyone can try.

   a. Activity: have students break into groups of seven with each group constructing a play using their hands as puppets. Have the main character try hard and accomplish something.

Behavioral evaluation: each student will explain to his/her group's satisfaction, one way in which the character tries hard and achieves.

Preparation: bring in paints and ink pens so that the students can construct puppet faces on their hands and have students bring in smocks. Have a sink, soap, and towels available.

Resources: role playing, art materials.

b. Activity: have the students play a game of ring toss. On the first round everyone is laxed and does not really try; take the average score. On the second round, have everyone try hard. Keep and compare scores and discuss.

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, one reason why trying improved the average score.

Preparation: bring in ring toss and give directions.

Resources: rings.

VII. NEED: EDUCATIONAL ATTITUDES (4-6)

A. Unit goal: to facilitate the belief that both in-school learning experiences and out-of-school learning experiences are important.

1. Developmental objective: to be able to define out-of-school learning.

a. Activity: have the students play a Simon says game, i.e. Simon says you can do only those things that you learned out of school. If an out-of-school learning experience is called then students demonstrate it. If the experience called is an in-school experience, then the students do nothing.

EXAMPLES

Add 10 + 10	do nothing
Brush teeth	demonstrate
Tie shoe	demonstrate
Name the capitol of Pa.	do nothing

Behavioral evaluation: each student will state, to the teacher's satisfaction, four things learned out of school.

Preparation: discuss out-of-school learning and explain the rules of the game.

Resources:

b. Activity: have each student draw a poster of someone participating in an out-of-school learning experience.

Behavioral evaluation: each student will illustrate to the teacher's satisfaction, through his/her poster at least one out-of-school learning experience.

Preparation: discuss things learned out of school, i.e. learning to make friends, tie a shoe, drive a car, clean a house, etc.

Resources: art materials.

2. Developmental objective: to be able to explain why in-school learning

experiences and out-of-school learning experiences are important.

a. Activity: have the students view "Language Arts: Who needs it?"

Behavioral evaluation: each student will give to the teacher's or counselor's satisfaction, five reasons why language arts is needed by him/her.

Preparation: discuss why one needs school. Hypothesize workers who can't read or add. Stress relevance of school skills to everyday life.

Resources: film: "Language arts: who needs it?" (from Education: Who Needs It? Set I)

b. Activity: have the students view "Science: who needs it?"

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, five reasons why science is needed by him/her.

Preparation: same as VII, A, 2, a.

Resources: film: "Science: who needs it?" from Education: Who Needs It? Set I.

c. Activity: have the students break into groups with each group demonstrating through an impromptu play what would happen if he/she had not acquired some out-of-school learning, e. g. if I had not learned to brush my teeth, or to make friends. Repeat for in-school learning processes.

Behavioral evaluation: each group will verbally state three reasons each why the out-of-school and in-school learnings their plays demonstrated are important.

Preparation: discuss why out-of-school learning is important: Assign or let groups choose play topics. Give a similar rationale for in-school learning.

Resources: role playing.

B. Unit goal: to promote through educational experiences, attitudes necessary for a life of work.

1. Developmental objective: to understand the necessity of planning work.

   a. Activity: have the students plan a school or community-related project, e.g. help principal and cafeteria workers plan the weeks lunch. Break into groups and discuss the advantage of planning and then do the activity.

   Behavioral evaluation: each student group will orally state three advantages of planning.

   Preparation: select an appropriate school or community-related project (all students need not work on their project at the same time). Discuss the projects. Suggest and/or role play situation in which no planning was done.

   Resources: role playing, principal.

   b. Activity: have students view slides or magazine pictures of buildings and houses which have been poorly planned. Brak into groups and discuss the advantages of proper planning.

   Behavioral evaluation: same as VII, B, 1, a.

   Preparation: obtain slides or magazine pictures of poorly planned buildings and houses. Link plans for objects to plans for activities or behavior.

   Resources: slides.

2. Developmental objective: to understand the necessity of being on time.

   a. Activity: have the students draw posters of people who are not on time, e.g. missing busses, not being admitted to rock concert, getting locked out of class. Have students discuss the results of being late as well as probable causes and ways to remedy them.

Behavioral evaluation: each student will explain to the teacher's satisfaction, why it is important that the person in his/her picture be on time.

Preparation: have students identify situations in which they were late and discuss results. Emphasize practical benefits of being on time.

Resources: art materials.

b. Activity: have the students role play situations in which someone is late and another person is waiting, e.g. teacher-pupil, employer-employee. The class can discuss the results. How does the late person feel? How does the waiting person feel? Can one avoid being late? How does the person on time benefit personally? Is it worth it? What can you do to make yourself more often on time?

Behavioral evaluation: discuss the role play, and have each student involved give four consequences of the "late" person's being late.

Preparation: discuss the role-play.

Resources: role playing.

C. Unit goal: to faciliate positive attitudes toward school.

1. Developmental objective: to believe that school is more than academic learning.

a. Activity: have students make movies of what happens in school. Review them and classify the school events as academic, emotional or social or physical. Class can discuss the movies.

Behavioral evaluation: each student will list five school activities and classify them as academic, emotional, social or physical.

Preparation: discuss the differences among academic, emotional, social, and physical school event, and give concrete examples of each in the school.

Resources: film making materials.

b. Activity: have students construct a pie-shaped chart in which they designate the amount of time they spend in school on academic, emotional, social and physical activities and identify those activities as well.

Behavioral evaluation: using his/her chart as a reference, the student will explain to the class, three academic, emotional, physical, or social activities in which he/she participates.

Preparation: same as VII, C, 1, a; do samples on your own time to illustrate time expenditure break down.

Resources: art materials.

2. Developmental objective: to facilitate the belief that one failure or even several failures does not mean continued failure.

a. Activity: have students draw cartoon strips showing someone failing; then show him/her doing something to prevent him/herself from failing e.g. studying to keep from failing a test or practicing to prevent falling off a bike.

Behavioral evaluation: each student will explain to the satisfaction of the teacher, how the person in his/her cartoon strip prevented the repeated failure.

Preparation: give directions.

Resources: art materials.

b. Activity: have students form small groups with each group performing several role-plays of someone failing while the group members give suggestions on how to prevent the failure. Each group selects the best role-play and performs it for the class. Discuss.

Behavioral evaluation: each group will list six ways to prevent failure.

Preparation: give directions; discuss ways one may prevent failures.

Resources: role playing.

VII. NEED: EDUCATIONAL ATTITUDES (7-9)

A. Unit goal: to facilitate the belief that both in-school learning experiences and out-of-school learning experiences are important to a career.

1. Developmental objective: to be able to explain why school learning experiences are important to a career.

a. Activity: have the students take a field trip to interview workers asking them how their in-school learning experiences have affected their careers. Discuss. (social studies class; guidance activity)

Behavioral evaluation: each student will write four ways in which school learning experiences affect one's career.

Preparation: discuss the workers and types of questions to be asked. Encourage student evaluation of what is important to know about in-school learning experiences.

Resources: transportation

b. Activity: have a group act as a marker along an educational number line which is divided in this manner: 1-6, 7-9, 10-12, 12-14, and 14 years . . . The teacher asks how many years of education is needed for a particular occupation. The group of students then go to the educational number line and stand by their desired answer. They discuss why the worker needs the number of years that they chose. (Stress the necessity of learning communication, problem solving, and reasoning skills for all jobs.) Alternate groups. (social studies class; guidance activity)

Behavioral evaluation: each student will orally list five reasons why he/she chooses the educational level he/she did, or why he/she changed his/her originally choosen level.

Preparation: construct an educational number line so that it contains the five forementioned groupings. This may be constructed out of paper or simply drawn on the board. Make up a list of occupations with student help and explain to the students that they are to choose the educational level necessary for the stated occupation.

Resources:

2. Developmental objective: to be able to understand why out of school learning is important to a career.

   a. Activity: have students form two teams. Read an example of an out-of-school learning experience and have the first team respond to this by explaining why it is important to a career. If the answer is satisfactory the team wins a point and the next team is read an example of an out-of-school learning; if the answer is not satisfactory, the other team tries to respond to it. (social studies class; guidance activity)

   Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, one reason why each of three out-of-school learning experiences is important to a career.

   Preparation: make a list of out-of-school learning experiences with student participation. Ask them to identify some important things to know for practical living skills. If necessary, suggest role, self-concept, values, etc; discuss rules of the game.

   Resources:

   b. Activity: have the students break into six groups. Each group selects one occupation which should be both familiar to them and capable of being stereotyped, e.g. policeman, doctor, teacher, rock singer, and politician. Have the students separately list adjectives describing typical members of their selected occupation. Compare and discuss what out-of-school learning experiences the worker might have had that contributed to his/her stereotyped qualities. Discuss how stereotypes originate. Are they usually based on some element of fact? Are there "typical" behaviors that are functionally out-of-school learned? (guidance activity)

Behavioral evaluation: each student will state at least one out-of-school learning experience which led to the development of the stereotyped quality.

Preparation: expand on"things learned" as learning relates to behavior. Suggest that we all have learned our behavior and that some peoples' behavior is stereotyped into patterns (policemen are tough and aggressive, etc.), which may or may not be true for individuals. These patterns are learned through experiences and most often, probably out of school.

Resources:

B. Unit goal: to promote, through edcational experiences, attitudes necessary for a life of work.

1. Developmental objective: to understand the necessity of following directions.

a. Activity: have students assemble a model (can be made from cardboard) with one third of them having teacher-made verbal directions, one third written directions, and the remaining one third no directions. Discuss which group was more successful and why. (shop class; English class; guidance activity)

Behavioral evaluation: each student will write three reasons (in simple sentences) why the groups with the directions worked more effectively than the groups without them.

Preparation: choose a model; explain project.

Resources: art materials.

b. Activity: students are given a "treasure" map with the directions written in code. Students decipher the code and find the reward. Discuss the importance of good directions. (English class; guidance activity)

Behavioral evaluation: each student will orally state three benefits that come to a person from following and giving good directions.

Preparation: create a "treasure" map with coded directions. Give directions.

Resources:

2. Developmental objective: to underatand the necessity for adapting to varied conditions.

a. Activity: the students visit factories, stores, and other places of work and photograph the working conditions. They can compare/contrast these photographs and discuss the necessity of adapting. (guidance activity)

Behavioral evaluation: every student will contribute at least one idea to the discussion on the necessity of adapting.

Preparation: review materials on alternatives and flexibility.

Resources: camera(s), transportation.

b. Activity; have students make a chart on the different environments which they encounter daily and discuss what would happen if they could not adapt. Have several students suggest situations in which main characters cannot adapt and have other students role play. (guidance activity)

Behavioral evaluation: each student will contribute to the counselor's satisfaction, two ideas to the discussion on what would happen if one could not adapt.

Preparation: give directions.

Resources: role playing.

C. Unit goal: to facilitate positive attitudes toward school.

1. Developmental objective: to facilitate the belief that no one in the classroom is completely independent, but is interdependent.

   a. Activity: have the students listen to a record and discuss how it relates to their behavior in the classroom. (guidance activity)

      Behavioral evaluation: using simple sentences, each student will define independence and explain its limits.

      Preparation: clarify the terms independence and interdependence and relate them to human relationships.

      Resources: record: "Seeking Independence".

   b. Activity: have students tape record a parent interview asking them if they are completely independent at work, home, and with friends; if not completely independent to whom are they responsible; are they interdependent? Relate to whom the students are responsible in school. (guidance activity; social studies class)

      Behavioral evaluation: student will select and play, to the satisfaction of the teacher or counselor, segments of his/her tape in which he/she felt parents displayed interdependence.

      Preparation: same as VII, C, 1, a.

      Resources: tape recorder(s).

2. Developmental objective: to facilitate the acceptance of teachers' and administrators' values.

   a. Activity: have students write and direct a play on what would happen if teachers and administrators had the same values as the students. Discuss what kinds. (English class; guidance activity)

      Behavioral evaluation: each student will list five reasons why the differences between teachers' and administrators' values and students' values are beneficial to the student.

Preparation: emphasize uniqueness of people as it is exemplified by widely varying values held. Suggest that an institution such as a school would go directionless without varied values; Stress acceptance of others' values.

Resources: role playing.

b. Activity: have students view a film on the acceptance of others' values. (guidance activity)

Behavioral evaluation: each student will list five reasons, which can be written in simple phrases or with only one or two words, why values should not be judge e.g. because people are different.

Preparation: same as VII, C, 2, a.

Resources: film: "Other's values/Your values: Understanding Values".

VII. NEED: EDUCATIONAL ATTITUDES (10-12)

A. Unit goal: to facilitate the belief that both in-school learning experiences and out-of-school learning experiences, which are interrelated, are important to a career.

1. Developmental objective: to be able to recognize the interrelationship between in-school learning experiences and out-of-school learning experiences.

a. Activity: have the students fill in worksheets. They can either use the given examples or create their own. (guidance activity)

EXAMPLES FOR WORKSHEET:

(Out-of-school learning experiences)	(In-school learning experiences)
developing motivation	studying hard
acquiring interest in contemporary music	joining music club
valuing honesty	never cheating
learning to plan ahead	preparing a report in advance
developing interest in photography	enjoying science
developing coordination	enjoying intermural sports
learning responsibility from parents	doing homework

Behavioral evaluation: the student will demonstrate his/her knowledge of the interrelationship between in-school learning experiences and out-of-school learning experiences and careers by completing at least seven examples on a work sheet.

Preparation: develop and ditto a worksheet; discuss with students the relationship between the two learnings. Suggest that we learn behavior and everything we do, in or out of school, has some effect on us.

Resources:

b. Activity: have the students interview first and second graders and ask them about the things they learn from their parents and friends outside of school. Have students observe them in school and correlate the children's out-of-school learning with their in-school behavior. (guidance activity; psychology class)

Behavioral evaluation: the student will discuss with his/her class at least three correlations that he/she found between out-of-school learning and in-school learning when observing the first and second graders.

Preparation: same as VII, A, 1, a.

Resources:

2. Developmental objective: to understand that out-of-school learning and in-school learning are important to a career.

a. Activity: have students view pictures of people whose out-of-school learning obviously affected their career, i.e. women in the 1920's whose career was restricted to that of a housewife and mother, a Roman man who learned to be aggressive and became a soldier, etc. Students make up stories about what the person is learning from his/her parents, community, and school and how it affects his/her career. (psychology class; guidance activity)

Behavioral evaluation: each student will choose a person from any era and demonstrate by writing a short sentence how his/her in-school and out-of-school experiences affected his/her career.

Preparation: stress the connection of out-of-school and in-school experiences to jobs. Emphasize the universal application of some learnings (e.g. honesty) and the specific application of others (e.g. music).

Resources: source for pictures.

b. Activity: have small groups of students construct poster-size charts correlating necessary kinds of in-school learnings and out-of-school learnings with an occupation. Include several cut-out magazine pictures of the person performing his/her job. The students can decide what skills the person is using in each picture and where he/she learned them. Such things as the number of years and type of education should also be included in the chart. (guidance activity)

Behavioral evaluation: each student will contribute to his/her group five useful (determined by the group) ideas correlating in-school and out-of-school learning with an occupation.

Preparation: same as VII, A, 2, a.

Resources: art materials, magazines.

B. Unit goal: to promote, through educational experiences, attitudes necessary for a life of work.

1. Developmental objective: to understand the importance of responsibility.

a. Activity: have each student work in part-time in-school jobs for one week. Discuss his/her responsibility for being on time, doing "good" work, etc. (guidance activity)

Behavioral evaluation: each student will verbalize to the counselor's satisfaction, his/her understanding of his/her responsibility by stating five incidents in which he/she showed responsibility.

Preparation: find cooperating businesses, agencies, etc. and have students secure their own jobs. Review procedures for interviewing.

Resources: community and/or school referral source.

b. Activity: have students write and direct a play about a person who always shuns his/her responsibilities and what happens to him/her.

This should be preceded by a discussion in which kinds of responsibilities students have. What do they want to have? What responsibilities are burdens? What kinds are enjoyable? Why? (English class; guidance activity)

Behavioral evaluation: each student will contribute to the satisfaction of the teacher or counselor, at least one idea on what happens to the character who shuns his/her responsiblity.

Preparation: supervise the play. Review different kinds of responsibility and their relationship to growth and maturity. Stress positive aspects of responsible behavior as they relate to a positive self concept.

Resources: role playing.

2. Developmental objective: to be able to accept the consequences of one's actions.

   a. Activity: have students list to "pop" music and pick out actions and consequences in the songs. Discuss whether or not the person in the song took responsibility for his/her actions and if he/she should have. (guidance activity, music class)

      Behavioral evaluation: each student will contribute two reasons to the satisfaction of the teacher or counselor, why the person in the song should have been or was responsible for his/her actions.

      Preparation:

      Resources: record playing equipment.

   b. Activity: have students break into small groups and meet with counselor. Discuss action and consequences and then discuss a personal situation in which one accepted or did not accept the consequences of his/her actions and why. (guidance activity)

      Behavioral evaluation: each student will explain to the satisfaction of the counselor, why he/she did or should have accepted the consequences of a personal event.

Preparation: emphasize responsibility in interpersonal relationships as well as in outward, active behavior. Plan counseling groups or insert into regular ongoing group.

Resources:

C. Unit goal: to facilitate positive attitudes toward school.

1. Developmental objective: to facilitate the belief that dropping out of school is detrimental.

a. Activity: have students view a cartoon strip and discuss. (guidance activity)

Behavioral evaluation: each student will list five reasons why dropping out of school might hurt him/her.

Preparation: discuss dropping out; avoid moralistic approach. Encourage students to verbalize consequences rather than teacher or counseling doing so.

Resources: cartoon strip: "Drop Out City"

b. Activity: have several businessmen, perhaps fathers, come in and discuss what kinds of jobs are available for students (males and females) who drop out of school. (guidance activity or special program for school)

Behavioral evaluation: same as VII, C, 1, a.

Preparation: same as VII, C, 1, a.

Resources: speakers.

2. Developmental objective: to recognize the relationship between trying and succeeding.

a. Activity: have the students listen to record on succeeding in high school and discuss. (guidance activity; psychology class; social studies class)

Behavioral evaluation: during the class, each student will contribute to the satisfaction of the teacher or counselor, one idea on the relationship between trying in high school and succeeding.

Preparation: evaluate student approach to effort. Does it seem futile? Does it get you anywhere? Encourage frank discussion.

Resources: record or cassette: "How to succeed in high school by trying".

b. Activity: have members of the football team come into the classroom and discuss how they try to win. Include how they "psych" themselves into having a positive attitude toward winning and how they put forth as much effort as they can. Draw parallels between the team's efforts to win and the students'. (guidance activity; psychology class)

Behavioral evaluation: in the class discussion, each student will draw one parallel between the footbal team's efforts to win and his/her own.

Preparation: same as VII, C, 1, a; encourage team members to respond to student concerns about the worth-whileness of effort.

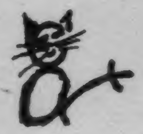
Resources: football team.

VIII. NEED: EDUCATIONAL SKILLS (K-3)

A. Unit goal: to encourage the development of memory skills.

1. Developmental objective: to learn how to memorize using imagination.

a. Activity: teacher gives students new vocabulary words which they learn. Students try to create pictures using the letters in the word, for example, cat



The students can then color these pictures and the class discusses if it was easier to remember the words when drawings were made from them.

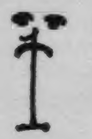
Behavioral evaluation: each student will explain to the satisfaction of the teacher or counselor, one reason why it is easy to memorize words which have been made into drawings.

Preparation: discuss with students how they can use imagination techniques to memorize e.g. drawings, making up stories, etc.

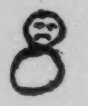
Resources: art materials.

b. Activity: have pairs of students use their imagination to make up stories about addition problems so that it will be easier to remember these problems and their answers, for example:

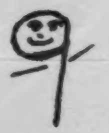
Number One was unhappy. She had a nice slim figure but no head.



Number Eight had a beautiful head, but she was too fat!



One day number one and number eight decided to get together and solve their problem. They became Nine.



Number nine had a beautiful head and a beautiful body.

Have students make similar numerical pictures of their stories and present them to the class and discuss how using imagination helps one to memorize.

Behavioral evaluation: each student will explain to the satisfaction of the teacher or counselor, why their number story made it easier to memorize the addition.

Preparation: same as VIII, A, 1, a.

Resources: art materials.

2. Developmental objective: to learn the advantage of memorizing using all of the senses.

   a. Activity: have students learn to memorize letters by using sight, touch, and smell. Have them write letters on swatches of brightly colored fabric. Then they can cut out these letters and put different scents (e.g. perfume, lemon juice, small amounts of bacon fat or peanut butter) on each letter; students then practice feeling and smelling the letters. Class discusses the advantages of memorizing letters in this manner.

   Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, one advantage of memorizing letters in this manner.

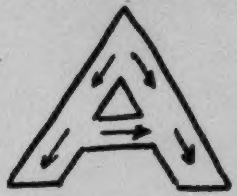
   Preparation: have students talk about what scents are most distinctive to them.

   Resources: material swatches, scent sources.

   b. Activity: have students memorize the way in which a letter is printed by feeling letters made of a brush material such as fake seude or denim. Class can then discuss how this exercise aids one in memorizing which ways the letters are formed.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one advantage to memorizing letters using the "feel" technique.

Preparation: obtain a brush material and cut out the letter from a piece of heavy cardboard. Then determine the direction of the strokes the student could make when writing the letter and cut out the material so that the direction of the brush follows the direction of the written stroke; the letter A for example, will have three pieces of this material glued to it.



Resources: material swatches.

B. Unit goal: to facilitate the development of problem solving skills.

1. Developmental objective: to recognize that one must acquire a background of knowledge on which to base problem solving.

   a. Activity: teacher ask several riddle questions which do not supply enough information to solve the riddle. When the class says that they cannot answer the riddle the teacher asks what is missing. The teacher can then supply the necessary information and the class can discuss why it was necessary. Class discusses why one must have information to solve a problem. Then students create their own riddle questions.

   Behavioral evaluation: when given a riddle question without the necessary information for solving the riddle, each student will explain to the satisfaction of the teacher or counselor that one cannot solve problems without the necessary information.

   Preparation: introduce the riddle question to the class. For example:

Who Stole the Money

Jim had a nickel

Timmy had a penny

Jim bought three, one cent candies

Timmy also bought three, one cent candies

Who stole the money?

Ask them to think about what they need to know or what might help in discovering who stole the money.

Resources:

b. Activity: have students brainstorm to answer the question: What can one do with knowledge? Things such as problem-solving, decision making and predicting the future should be mentioned. Then students demonstrate their ideas in drawings and create a bulletin board from these drawings.

Behavioral evaluation: each student will list orally, to the satisfaction of the teacher or counselor, two things that can be done with knowledge.

Preparation: explain to students that they will be creating a bulletin board about knowledge. Use examples of prediction such as weather forecasts, moon eclipses, etc. Emphasize the use of knowledge in as many areas as possible using concrete examples (e.g. you knew it was cold this morning so you wore mittens).

2. Developmental objective: to be able to discriminate between facts which are relevant and facts which are irrelevant to problem-solving.

a. Activity: have students put on an irrelevant puppet show for example:

Clown A: (to Clown B) Hey, Hey, your mother told me that you are ten years old so I came over.

Clown B: Yes she told me that too, so I did my homework

Clown A: I saw Mary Sue today

Clown B: You did

Clown A: Yes she needed some blue material to sew a pair of pants so I told her Mr. Smith sells candy

Clown B: What did she do

Clown A: she told me that I solved problems using the wrong information. (to students) Is this true?

The selected students explain to the class what these clowns are doing wrong.

Behavioral evaluation: each student will state one relevant fact, when given a problem to solve.

Preparation: review use of information in problem solving by giving examples e.g. you wore mittens today because it was Thursday, your favorite TV show is tonight, it is cold or your sister has a new coat. Have students consider why some information is irrelevant.

C. Unit goal: to emphasize the importance of appropriate study skills.

1. Developmental objective: to know that one should study in a noice-free environment.

   a. Activity: have students pantomime a student trying to study in a noisy environment. Show the negative results and then pantomime a student studying in a noise-free environment. Discuss the results.

   Behavioral evaluation: each student will list to the satisfaction of the teacher or councelor, two advantages of studying in a noise free environment.

   Preparation: discuss with the students the advantages of studying in a noise-free environment. Class can discuss concentration and distractions.

Resources: pantomiming.

b. Activity: have students make a film of a person studying in a noisy environment. The film should demonstrate the detrimental effect of this environment. Have parents attend the viewing of the film; class and parents discuss the advantages of having a noise-free environment.

Behavioral evaluation: same as VIII,C, 1, a.

Preparation: explain to students that they will make a film to demonstrate the kinds of things that happen in a noisy environment that hinder studying.

Resources: parents, film, film making materials.

2. Developmental objective: to be able to identify good study conditions.

a. Activity: have students create a bulletin board which demonstrates good study conditions. After the board is completed, students can discuss the conditions which they have depicted.

Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, two good conditions for studying.

Preparation: class discusses "good" study conditions. List three on the board e.g. well-lighted room, studying when not tired, studying when alone, etc.

Resources: art materials.

b. Activity: using desks and furniture available in the classroom, have students create a good study room. Students can use sheets to cover the desks to make them look like sofas and armchairs. They can draw lamps and place them on the scene; anything which the students feel they can feasibly bring in, create, or obtain permission to use can be used to create this good study scene. After this is finished, the class discusses good study environments.

Behavioral evaluation: same as VIII, C, 2, a.

Preparation: same as VIII, C, 2, a.

Resources: sheets, furniture, etc.

VIII.NEED: EDUCATIONAL SKILLS (4-6)

A. Unit goal: to encourage the development of memory skills.

1, Developmental objective: to be able to use association as a memory technique.

a. Activity: have students view a series of magazine pictures and try to associate the faces with a name. For example, there is a boy whose name is Billy - the association may be that Billy looks like a bull dog. Thus, if one takes the first letter from the word bull dog, he/she can associate the letter with the B in the name Billy. Another example is a boy named William who looks like this with a dimple on his chin; one could imagine a W around his face and associate this with the name William. These are simple examples and the class should brainstorm about other examples, and try to use them. Class discusses the advantages of using this technique.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one reason for using association as a memory technique.

Preparation: discuss the uses of association as a memory technique and give several personal examples. Ask if any students use it to remember any particular things and have them explain how.

Resources: magazines.

b. Activity: after teaching a lesson, for example, one in social studies, ask the students what other facts they already know that can be associated (linked to, similar to) the ones which they learned today. Have them practice associating old facts with the new.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one reason for using the technique of association when learning new facts.

Preparation: discuss association and its use in learning new facts. Give advantages of using such a technique through specific, simple, and concrete examples.

Resources:

2. Developmental objective: to be able to use rhymes and jingles as a memory technique.

a. Activity: teacher gives examples of rhymnes to the class. For example:

In fourteen hundred ninety two,
Columbus sailed the ocean blue

or: Listen, my children, and you shall hear
of the midnight ride of Paul Revere
On the eighteenth of April in '75
Hardly a man is now alive
who remembers that famous day and year

Explain to the class that rhymnes and jingles can help one to memorize. Students then form small groups and each is given a topic about which they are to write a rhymne or jingle. The best are presented to the class. The class, then, discusses the advantages of using this technique.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one reason for using rhymnes or jingles as a memory technique.

Preparation: introduce the rhymne and jingle to the class; ask students for examples of their own.

Resources:

b. Activity: have class list as many rhymning words on the board as they can. Then students break into pairs and each pair choses one fact which it will write a rhymne about using the words that the class listed on the board. Each pair will then read its rhymne to the class. Class discusses the advantages of using rhymnes as a memory technique.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, two reasons why one might be able to use rhymnes as a memory technique.

Preparation: introduce the rhymne to the class. Have class practice rhymning words.

Resources:

B. Unit goal: to facilitate the development of problem solving skills.

1. Developmental objective: to be able to understand the importance of using empirical information.

a. Activity: teacher tells students to put everything away. He/she then explains that he/she is going to ask the students several questions, but they may not use any empirical information. Students then try to answer these questions, for example, how long is your finger, what is the color of the cover of your textbook, etc. Teacher then permits the students to use any kind of empirical information that they want, compare answers, which was better? why?

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, three reasons why empirical information is important.

Preparation: introduce the word empirical. Discuss the kinds of information which are empirical. Have science teacher speak about uses of concrete empirical information.

Resources: science teacher.

b. Activity: teacher introduces the word empirical to the class. He/she explains what kinds of information are empirical and how this affects science. He/she can mention the Greeks, as some of the first problem solvers who did not use empirical information e.g. Aristotle wanted to know how many teeth women had, so instead of counting, he assumed that they had 45 teeth, an amount which turned out to be an over estimation. Have students form small groups with the members of each creating stories about what would happen if no one used empirical evidence. The group presents the best story to the class and gives several reasons why empirical knowledge should be used.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, three reasons why empirical information is important.

Preparation: discuss and review the meaning of empirical evidence. Give several examples (e.g. I know I need eight hours of sleep because when I get seven I am very tired, so I will go to bed at ten and get up at six.

Resources:

2. Developmental objective: to be able to weigh alternative solutions.

a. Activity: ask students whether each of ten obtained foods is sweet or sour. Have them form groups, one of which will use a cookbook, one a dictionary, one will utilize the Home Economics teacher, and one the opinions of other students. Each group should write their results on the board and the differences should be discussed. Then one group member must taste the unknown food to determine if it is sweet or sour. Each member of the group should get to taste at least one type of food. Class discusses the results.

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, three reasons for using fact instead of opinion.

Preparation: use ten foods; two kinds should be familiar but ones not ordinarily eaten alone e.g. baking soda, almond extract, shortening, etc. The last eight types should be small samples of unknown exotic foods. Stress the use of personal experience in weighing alternatives.

Resources: foods.

b. Activity: have students watch a detective show. They should observe when the detective used facts and when he/she used opinions, and take notes on this observation. The next day the class discusses this and decides the advantages of using empirical information.

Behavioral evaluation: each student will list three times when facts should be used.

Preparation: discuss practical uses of empirical information. Ask students for examples of their own.

Resources: agreed on television program.

C. Unit goal: to be able to find meaning in the information that one is studying.

1. Developmental objective: to be able to find meaning in the information that one is studying.

a. Activity: small groups of students have "bull" session with their counselor and cooperating teacher. Students can discuss why the academic information that they are learning is not meaningful to them. Then teachers, counselor, and students discuss how this information could be made meaningful. Plans are devised and carried out.

Behavioral evaluation: each student will list three ways the information that he/she is studying could be made more meaningful to him/her.

Preparation: have teachers and counselor discuss the objectives of the group; recruit cooperating teachers.

Resources: teachers.

b. Activity: have a local business man/woman come into the class and discuss the relevance of what they are learning in the class to future careers. A class-teacher-businessman/woman discussion can follow.

Behavioral evaluation: same as VIII, C, 1, a.

Preparation: tell the class that they will be having a guest speaker. Inform them of the purposes of this lecture and discuss possible questions that they may want to ask the businessman/woman; e.g. I'm bored with math, is it necessary to get a job? How can I find interest in English?

Resources: local businessman/woman.

2. Developmental objective: to know that going from general ideas to specific ideas is an efficient way of studying.

a. Activity: teacher chooses five students who will teach a lesson on effective studying. These students discuss obtaining a broad picture of the information to be studied, then obtaining specific facts through review. They discuss hw one can retain more information once he/she has a general idea of all the facts, The class discusses.

Behavioral evaluation: each student gives to the satisfaction of the teacher or counselor one effective way of reviewing information.

Preparation: discuss the logical move from general to specific notions as it is incorporated in every day problems.(e.g. following directions without knowing the destination).

Resources:

b. Activity: have class try to put together a puzzle without seeing the finished picture of it. Ask if it was hard to do. Would it have been easier if there was a general picture? Why? Make an analogy to studying and explain that it is helpful to first have a general picture of the information which one wants to learn before he/she studies the specific facts. Have some students make a model of this while others might write a short essay on effective studying.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one method of effective studying.

Preparation: explain to the class that they will be trying to put together a puzzle without using the finished picture.

Resources: 5' x 4' (teacher made puzzle).

VIII.NEED: EDUCATIONAL SKILLS (7-9)

A. Unit goal: to encourage the development of memory skills.

1. Developmental objective: to be able to recognize the advantages of using coined sentences as a memory technique.

a. Activity: introduce the technique of coined sentences to the class. This technique involves taking some letter, preferably the first out of a word which one wants to memorize, and making a sentence out of it. For example - presidents

George Washington	W
John Adams	A
Thomas Jefferson	J
John Madison	M
James Monroe	M
John Q. Adams	A

This sentence could could be made: When Adam Jumps Many, Many Anthills Jolt. The sentences made using this technique are often ridiculous. However, it seems that the more outrageous the sentence, the easier it is to memorize. Class practices using this technique. They, then, discuss the advantages of using this technique. (any class)

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, one advantage of using the coined sentence memory technique.

Preparation: tell students that they will be having a lesson on memory techniques.

Resources:

b. Activity: have students brainstorm about memory techniques. When someone suggests using coined sentences, that is taking one letter out of the word which one wants to memorize and making a sentence out of them, ask him/her to explain this technique. If no one suggests it, teacher should suggest it. Class discusses and lists the advantages of using it. (guidance activity)

Behavioral evaluation: same as VIII, A, 1, a.

Preparation: tell students that they are to brainstorm about memory techniques.

Resources:

2. Developmental objective: to be able to replace numbers with letters and create words as a memory technique.

   a. Activity: introduce the alphabetical replacement of numbers memory technique. This technique involves assigning phonetic sounds to numbers. The sound which will be used :

1	2	3	4	5	6	7	8	9	0
T	N	M	R	L	J	K	F	D	Z
D					SH	Hard G	V	B	S
Th					soft G	C	Ph		soft C
					Ch	NG			
					Tch	Q			

The way in which this system works is that some or all of the numbers in a date are assigned the forementioned consonants, then vowels are placed between the consonants to form words; for example: October 14, 1890 is President Eisenhower's birth date, some of these numbers are replaced by consonants and the remaining numbers are replaced with vowels.

T R o o P S

OCTOBER 1 4, 1 8 9 0

One can now associate the word troops with Eisenhower and then translate the word into the date; another example is May 30, 1431

This is the day that Joan of Arc was burned at Rouen, the associated word is mystery maid:

My S Te Ry MaiD

May 3 0, 1 4 3 1

Have students form groups/each of which is given a group of dates to translate into words. (any class)

Behavioral evaluation: when give a date, each student will be able to translate it into the forementioned alphabetical system.

Preparation: explain to the class that they will be doing a lesson on memory techniques.

Resources:

b. Activity: have a student teach a lesson on how to remember dates by the phonetic replacement method (refer to VII, A, 2, a). Class discusses and practices using this method. (guidance activity)

Behavioral evaluation: same as VIII, A, 2, a.

Preparation: explain to the class that a student will be teaching a lesson on memory techniques.

Resources:

B. Unit goal: to facilitate the development of problem solving skills.

1. Developmental objective: to know how to inductively solve a problem.

a. Activity: have teacher present a light switch and light, candles, and a clear glass looking piece of plexiglass to the class. Ask them what happens if the light switch was turned on and the candles blown out and the "glass" thrown to the floor. Ask them how they know this. Discuss how one first observes one light switch turning off and how he/she ten observes many light switches doing this and generalize. Thus one assumes that this will always happen. Written in inductive form:

Generalization: Light switch when moved to the off position turns the light off

Problem: If I turn the light switch to the off position

Solution: Light will go off

The teacher then turns the light switch to off position, blows out the candles and throws the "glass" down, but the light remains on since the switch is artifically part of the circuit, candles relight, since they are trick candles, and the plexiglass does not break. Ask students what was wrong with their inductive problem (generalizations do not fit the situation). Have them think of other misleading situations. (science class)

Behavioral evaluation: each student will think of three other misleading situations and explain to the satisfaction of the teacher or counselor, what is wrong with the logic.

Preparation: explain to the class that they will have a lesson on problem solving.

Resources: trick switch and candles and plexiglass.

b. Activity: have several students put on a magic show for the class. Then have the class discuss how the tricks are done and why the magician could not have used real magic. Bring in the concept of individual logic. Discuss how one observes something happen several times and then makes generalizations. Give examples. (science class)

Behavioral evaluation: each student will list three examples of inductive logic which he/she has recently used.

Preparation: choose several students from the class to be the magicians and if possible, coach them.

Resources: magician supplies.

2. Developmental objective: to know how to solve a problem deductively.

a. Activity: introduce the term deductive logic and briefly explain how it is used in computer programming. E.g. in computer programming it is a truth or falsity statement.

Input: The sun rises everyday

Question: Today is a new day, will the sun rise?

Printout: The sun will rise today.

Explain to the class that they true/false statements that the computer deals with involve numbers. These numbers are plugged into the computer in a factual or input statement. Thus one only needs to plug in a question statement. For example, if X is greater than 5, then Print "X is not the answer"

X = 6 therefore:

"X is not the answer" print out

Written in flow chart 1 anguage it looks like this?

1) true/false statement If $X > 5$ False

True

"X is not the answer"

Have students create their own flow charts. (guidance activity)

Behavioral evaluation: each student will create at least two computer true/false statements.

Preparation: tell the students that they will be discussing computers and learning about programming. Obtain some computer print outs and display them to the class.

Resources:

C. Unit goal: to emphasize the importance of appropriate study skills.

1. Developmental objective: to know how to discipline ones self to study.

a. Activity: have students plan one week's calendar of studying. Every night they should spend fifteen minutes studying, organizing notes, or rewriting notes. Students should reward themselves with an extra television show, etc. after doing the studying. After one week is over, have the class discuss their calendars and whether they worked or not. If not, revise, and if so, have them continue to plan for the upcoming weeks. (guidance activity)

Behavioral evaluation: each student will list, to the satisfaction of the counselor, two advantages of a study calendar.

Preparation: have students discuss discipline for various arts e.g football, track, yoga, art, etc. and tell them that studying is an art. Ask them what discipline in studying means.

Resources:

b. Activity: have students form small groups with each group being responsible for creating a comic book in which the main character tries to discipline him/herself so that he/she can study effectively. This character can succeed or fail depending on the wishes of the group. These books should be shown to the class and the advantages of discipline should be discussed. (guidance activity)

Behavioral evaluation: each student will list two ways in which he/she may discipline him/herself to study.

Preparation: same as VIII, C, 1, a.

Resources: art materials.

2. Developmental objective: to be able to organize notes.

a. Activity: have class form two teams and play a game which is similar to concentration. In this game, the students try to match two identical pictures which are on the back of numbered paper. If the student correctly matches the pictures, then he/she is given the chance to see a clue. These clues are facts. e.g. history facts, science facts, etc. and the object of the game is to put the clues into some organizational schema, e.g. by dates, people's names, places. The team who thinks of the most organizational schemas wins the game. (guidance activity)

Behavioral evaluation: each student will list three ways to organize notes, e.g. names, dates, formulas, etc.

Preparation: draw and cut out cards with numbers on one side and pairs of pictures of objects on the other. Behind each numbered piece of paper, put a clue card, which contains a fact.

Resources:

b. Activity: have students bring a potpourri of records. As the records are played, the students must organize them along one or several themes: e.g. artists, tempo, content of the record, etc. Class and teacher discuss the orgainzation of the records and make analogies. (guidance activity, music class)

Behavioral evaluation: each student will list three themes that he/she can use to organize notes.

Preparation: tell the students that they will be discussing the organization of notes.

Resources: "pop" records.

VIII.NEED: EDUCATIONAL SKILLS (10-12)

A. Unit goal: to encourage the development of memory skills.

1. Developmental objective: to learn how to concentrate when memorizing.

a. Activity: have the students form groups of five, each of which has a leader. Groups discuss concentration and how it affects memory. The peer group leader then instructs the group on techniques of concentration. He/she should discuss reading techniques such as skimming, reading fast, and not going back to reread material, designating a limited amount of time in which one will accomplish the work and choosing place to study that are conducive to concentrating e.g. in a room alone or library. The students are instructed to try these techniques for one week. After this week the group again meets to discuss the results and talk about the advantages and disadvantages of concentrating when memorizing. (guidance activity)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, three advantages of concentrating when trying to memorize.

Preparation: select peer group leaders and discuss techniques of concentrating with them (some are suggested above).

Resources:

b. Activity: have students tape record conversations with "studious" friends, brothers, sisters on the methods of concentrating. Students present the recording to the class and they discuss the methods of concentration. A list of techniques is written on the board. (guidance activity)

Behavioral evaluation: same as VIII, A, 1, a.

Preparation: discuss why and how one could concentrate when studying, e.g. keeping eyes on work, trying not to daydream, etc.

Resources: tape recorder(s).

2. Developmental objective: to understand how motivation and intent affect memory.

   a. Activity: have teacher offer students some desired reward for those in the class who do well on a quiz (hoping to create motivation). After the test discuss with the class how, if at all, this motivation affected their learning, e.g memory. Discuss the ways in which they could motivate themselves, e.g. self reward, developing interests. Discuss the advantages and disadvantages of doing this . (any class)

   Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one advantage of self motivation.

   Preparation: discuss motivation as something we all need to be productive. Ask students who are clearly unmotivated to talk about it. What does it feel like, what might motivate them, etc. Give examples of specific personal motivations.

   Resources:

   b. Activity: have students form small groups in which they compare test grades or their estimated amount of retention on two subjects: one in which they were motivated (or interested) and one in which they were not. Discuss ways in which students could motivate themselves. Is this to their advantage in school? (guidance activity)

   Behavioral evaluation: each student will give to the satisfaction of the counselor, one way motivation affects his/her memory.

   Preparation: same as VIII, A, 2, a.

   Resources:

B. Unit goal: to facilitate the development of study skills.

1. Developmental objective: to know that space studying is more effective

than mass studying.

a. Activity: have students perform an experiment. For this experiment, have half of the class (try to match evenly for academic ability) study for a test over the period of two weeks. The other half studies for one night (the selection of the teams are voluntary, of course. Then the test results are compared and the team who studied over the spaced time period should achieve better grades. Class discusses why this happened or if it didn't, why it didn't, when it should have. The class also discusses if the better test grades are worth studying for a week or two in advance. (any class)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, two reasons for spaced studying.

Preparation: discuss spaced versus mass studying with the students. Explain that spaced studying means studying over a period of time and mass studying means studying in one or two sittings. Class discusses the advantages of each.

Resources:

b. Activity: have class list the advantages and disadvantages of using spaced studying, e.g. one advantage - one can retain more when studying over a period of time; disadvantage - it takes more time. Class discusses these and comes to a consensus on whether or not to use spaced studying. (any class)

Behavioral evaluation: same as VIII, B, 1, a.

Preparation: same as VIII, B, 1, a.

Resources:

2. Developmental objective: to know that one can retain more when studying at night than when studying in the day.

a. Activity: have students form groups. Each group will investigate through experimentation, interviews, or /and research, the best time to study and groups present their projects to the class. The best time to study is at night. It has been demonstrated that one can retain more information at night. This has been explained by the interference theory of learning. When one studies at night, he/she usually sleeps thus giving the memory traces time to form. However, when he/she studies in the day, other things, e.g. other information, activities, etc. interfere with the development of these memory traces. Teachers discuss with the class this idea. (psychology class, science class, guidance activity)

Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor, two reasons for studying at night.

Preparation: give directions.

Resources:

b. Activity: teacher explain to the class that they can retain more information if they study at night (refer to VIII, B, 2, a) then the class takes a survey to determine when most of them study, if at all. Class discusses. (psychology class, science class, guidance activity)

Behavioral evaluation: same as VIII, B, 2, a.

Preparation: prepare a survey of study habits sheet to determine when most of the students do their studying, if at all.

Resources:

C. Unit goal: to facilitate the development of problem solving skills.

1. Developmental objective: to be able to test a hypthesis.

a. Activity: have students bring in copies of the Farmer's Almanac or any other astrological magazine that makes testable predictions and form small groups with each testing one hypothesis presented e.g. the most intense blizzard of the year will occur on January 27.

The students could test this typothesis by finding a newspaper for that day and reading it to see if there was a blizzard. Students may use any "feasible" method for testing these hypotheses. Groups report their method of testing to the class. (guidance activity)

Behavioral evaluation: each student will explain, to the satisfaction of the teacher or counselor, his/her method of testing a hypothesis.

Preparation: inform the students that when testing a hypothesis, one must determine if it can accurately predict what it purports. Discuss hypotheses.

Resources: written sources that make predictions.

b. Activity: have students keep a log on daily hypotheses that they form. They can also list the ways used to test these hypotheses and whether they are successful or not. Class discusses. (guidance activity, science class)

Behavioral evaluation: each student will give three successful methods of testing a hypothesis, to the satisfaction of the teacher or counselor.

Preparation: introduce the word hypothesis to the class and discuss the daily use of hypotheses. Discuss the qualities of a good hypothesis, e.g. parsimony, limited causality, etc.

Resources:

2. Developmental objective: to be able to revise a hypothesis.

a. Activity: class discusses old hypotheses which are now considered invalid, e.g. the earth is the center of the universe. Discuss how these hypotheses were revised and have students form small groups, each of which chooses a hypothesis which is outdated and researches (simply) how it was revised. This research can be done by interviewing (science or history teacher), reading old newspapers, or by brainstorming. Each group presents its findings to the class. (any class)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one way to revise a hypothesis.

Preparation: same as VIII, C, 1, b.

Resources:

b. Activity: class forms small groups, each of which creates a play about a world in which invalid hypotheses still remain intact. Have the main character revise these hypotheses. The play should demonstrate how he/she revised them and its effect on everyone. (guidance activity)

Behavioral evaluation: same as VIII, C, 2, a.

Preparation: through brainstorming list all of the old invalid hypotheses that the class can think of. Discuss how they have been revised.

Resources:

IX. NEED: CAREER VOCABULARY (K-3)

A. Unit goal: to facilitate the development of a broadened vocabulary used to describe job titles.

1. Developmental objective: the student will be able to name job titles for various occupations in the community.

a. Activity: have students construct a poster made from cutout magazine pictures illustrating various community workers. Pictures may include the following: policeman, doctor, mailman, nurse, druggist, teacher, etc. Students then label the job title depicted in each picture.

Behavioral evaluation: given a series of pictures illustrating various community workers, each student will be able to give a job title for 80% of the pictures.

Preparation: explain to the students that they will be involved in a unit to help them learn the job titles of various workers in their community. Students should be asked to bring magazines from home.

Resources: magazines.

b. Activity: "I'm Thinking of a Job" (adapted from "Hangman"). Who can guess a letter in it? Select a job, perhaps "Farmer". Draw six spaces on the board (_ _ _ _ _ _) to indicate number of letters. Let the class members take turns guessing letters which are in the word. Each right letter is printed above the correct space. Each wrong letter is printed on the board so all will know what has already been guessed. Each wrong letter adds one part to the body being hung by the gallows (head, neck, body, two arms, two legs). Seven incorrect guesses hang the man. The class tries to beat the hangman by guessing the word.

Behavioral evaluation: each student will be able to list either orally or written five job titles which are found in their community.

Preparation: same as IX, A, 1, a.

Resources:

2. Developmental objective: to be able to distinguish between job titles related to the production of goods and those job titles related to the rendering of services.

   a. Activity: have each student develop a picture dictionary to illustrate job titles related to the production of goods using one picture of drawing per page. For example, a picture or drawing of a coal miner illustrates a job title related to the production of goods. Each student then develops a second picture dictionary to illustrate job titles related to the rendering of a service. For example, a picture or drawing of a policeman illustrates a job title related to a service.

      Behavioral evaluation: each student will look at ten pictures of people at work and will list (either orally or written) correctly 80% of the job titles and whether they relate to the production of goods or services.

      Preparation: explain to the students that jobs are divided into those that produce goods and those that provide services and that they will be involved in a unit to help them learn the names of jobs that are related to the production of goods and those jobs related to the production of services.

      Resources: magazines.

   b. Activity: have students view a film about goods and services occupational clusters. After the film each student role plays or pantomimes an occupation and the rest of the class tries to guess the job title and whether or not it is related to the production of goods or services.

Behavioral evaluation: each student will list three job titles related to the production of goods and three job titles related to the provision of services.

Preparation: same as IX, A, 2, a.

Resources: film--The Wonderful World of Work: "Getting to Know the World of Work" or "At Your Service.

c. Activity: have students play a form of the game, "Upset the Fruit Basket" using occupations. The occupations studied during the year are written on slips of paper and taped on the seats of chairs which have been placed in a circle. All the students, but one who is "It", sit on the chairs; "it" stands in the middle of the circle. "It" has the choice of (a) naming two occupations, (b) saying "producers of goods", or saying "producers of services". The children sitting on the indicated chairs must quickly exchange places before "It" sits down. "It" is the person who is left without a chair.

Behavioral evaluation: each student will fill in correctly at least four of the blanks from the list to the right

1. Producer of goods
    a. ____________
    b. ____________
    c. ____________
2. Producer of services
    a. ____________
    b. ____________
    c. ____________

mailman
factory worker
teacher
lifeguard
toy maker
carpenter

Preparation: same as IX, A, 2, a.

Resources: chairs.

B. Unit goal: to facilitate the development of a broadened vocabulary used to describe job tasks.

1. Developmental objective: to distinguish between job tasks of various community workers.

   a. Activity: have students organize into groups of five in order to interview various school workers. Each group picks three school workers to interview about their job tasks. School workers may include the principal, janitor, bus driver, secretary, dietician, cook, teacher, etc. Interview questions should be planned in advance of the interview and guided by the teacher or counselor. Each group then presents their interview material to the entire class.

   Behavioral evaluation: each student will list (either orally or written) the job tasks of three school workers.

   Preparation: explain that different job tasks are associated with different occupations: a garbage man collects garbage; a policeman does not.

   Resources: interview questions.

   b. Activity: have students look at pictures illustrating various community workers (librarian, dentist, cashier, postman, barber, milkman, etc.). Using the method of "brainstorming" help students to formulate lists of job tasks for each community worker. Then students will narrow each list to the three most important job tasks for each occupation as determined by the majority of the class.

   Behavioral evaluation: each student will be able to list (either orally or written) two job tasks for three different occupations.

   Preparation: same as IX, B, 1, a.

Resources: photographs; People We Know (series of twelve pictures for language skills development).

2. Developmental objective: to distinguish between job tasks of goods producing occupations and job tasks of service providing occupations.

   a. Activity: field trip--have students go to a local industry involved in the manufacturing of goods. Students are given the opportunity to observe and talk to a variety of workers about their job tasks. Upon returning to the classroom, students hold open discussions about the job tasks they observed on the field trip and how these job tasks are related to the production of "goods".

   Behavioral evaluation: given a list of job tasks performed at the field trip, each student will be able to match six out of eight job titles to their job tasks.

   Preparation: explain to the students that they will be going on a field trip to observe a local industry involved in the production of goods. Students should prepare in advance questions about worker tasks and duties. Students should also compose a thank-you letter to the industry that they visited.

   Resources: transportation.

   b. Activity: field trip--have students go to a local industry involved in the provision of services. Students are given the opportunity to observe and talk to a variety of workers about their job tasks. Upon returning to the classroom, students hold an open discussion about the job tasks they observed on the field trip and how these job tasks are related to the provision of services. Students then discuss the differences in job tasks between the first and second field trips.

Behavioral evaluation: given a list of fifteen job tasks (from the field trips) required for the production of goods and services, each student will be able to categorize , eight of ten times correctly (either orally or written) which job task is related to the production of goods and which job task is related to the production of services.

Preparation: same as IX, B, 2, a.

Resources: transportation.

IX. NEED: CAREER VOCABULARY (4-6)

A. Unit goal: to facilitate the development of a broadened vocabulary used to describe the world of work.

1. Developmental objective: to distinguish between levels of professional, skilled, semiskilled, and unskilled workers.

a. Activity: develop along with the students a composite of job tasks and required training for occupations at the professional, skilled, semiskilled, and unskilled levels i.e. Professional level: Architect--plans and designs private residences, office buildings, theaters, public buildings, factories, and other structures, and organizes services necessary for construction; prepares sketches of proposed project for client. This occupation requires substantial educational preparation usually at the university, junior college, or technical institute level. Skilled level: Barber--main task is to cut hair in accordance with the preference of each customer. They also give hair and scalp treatments, provide such services as shaves, facial massages, and shampoos. Practically all states require licensing of all barbers. Licenses are obtained after graduation from a state-approved barber school. A high school education is helpful but not required by all states. Semiskilled: Waiters and waitresses--take customers' orders, serve food and beverages, make out customer check, and in some instances receive payment for services rendered. A high school education is not mandatory but most employers will prefer at least three years of high school. Knowledge of basic arithmetic is essential. Unskilled: Construction laborers--work on all types of building construction and on other types of construction projects, such as highways, dams, pipelines, and water and sewer projects. Their work includes the loading and unloading of construction materials at the work sight and the shoveling and grading of earth. Laborers stack and carry materials, including small units of machinery and equipment. Little formal training is required to obtain a job as a building or construction laborer. Generally, to be employed in these jobs, a young man must be at least 16 years of age and in good physical condition. Students should construct picture posters to illustrate occupations being studied. Many more of these composites can be developed with the use of the Dictionary of Occupational Titles.

Behavioral evaluation: each student will categorize correctly three out of five occupations as to designation: professional, skilled, semiskilled, or unskilled level.

Preparation: introduce the idea that occupational levels are based on responsibility related to job tasks performed, the amount of education required to perform the job tasks, and the prestige involved in an occupation.

Resources: D.O.T., Occupational Outlook Handbook, art materials.

b. Activity: class art project--have students construct a model city from cardboard representing the major industries, businesses and social agencies in their community. Students then develop a booklet for each building describing the business or industry, what occupations are found there, and whether these occupations are at the professional, skilled, semiskilled, or unskilled level.

Behavioral evaluation: each student will be able to list (either orally or written) three occupations in his/her community at the professional level, three at the skilled level, three at the semiskilled level, and three at the unskilled level.

Preparation: explain to the students that there are many occupational levels found in their community and that they will be involved in a project to help them learn what some of these occupations are.

Resources: materials and art supplies.

2. Developmental objective: to understand the terms supply and demand as related to the world of work.

   a. Activity: the teacher or counselor asks students to recall a time when they went to a store with their parents to buy a toy and learned that the store did not have the desired item. The students then discuss:

      Possible reasons the store did not have that particular item.

      Possible steps the store would take if many people began asking for that item.

      How supply and demand affect the store owners.

      How supply and demand determine the kinds of jobs available.

   Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor an explanation for when the supply of a particular item is low and demand for that item is great.

   Preparation: the teacher introduces the concept of supply and demand by placing a large quantity of pencils and a small quantity of candy on a table. The teacher asks the students which they would rather have. The teacher then alters the objects so that there is a small quantity of pencils and a large quantity of candy and again asks the students which they would rather have. Using this illustration the teacher explains the concept of supply and demand.

Resources: candy and pencils.

b. Activity: have students dramatize the influence that the supply and demand of surfboards might have on the job market in the following hypothetical situation: Many people go to the store to buy surfboards. The store asks the factory to send many boards. The manufacturer hires many workers to make surfboards. Gradually, people grow tired of riding surfboards and quit buying them. The store does not order any more from the manufacturer. As a result, the manufacturer quits making surfboards and tells his workers to find other jobs.

Behavioral evaluation: each student will give one explanation, to the satisfaction of the teacher or counselor, on how supply and demand determines the amount of work available.

Preparation: same as IX, A, 1, a.

Resources:

B. Unit goal: to facilitate the development of a broadened vocabulary used to describe new or changing occupations.

1. Developmental objective: to be able to name job titles for new or changing occupations.

a. Activity: have students devote one week to locating articles, pictures, or advertisements of new occupations in their town, state, and nation. Each student develops a booklet of these new occupations and where applicable, includes old job titles to show the change and presents it to the class for discussion.

Behavioral evaluation: each student will list (either orally or written) three new or recent occupations in the world of work.

Preparation: explain to the students that the occupational structure is constantly changing and that many new jobs are being created. Explain to them that they will be involved in a short unit to help them learn the names of some of these new occupations.

Resources: magazines, books.

b. Activity: guest speaker--individual from the local employment agency or Dept. of Labor speaks to students about the development of new jobs in different occupational clusters. Students are actively involved in writing the invitation, interview questions, and a thank-you note.

Behavioral evaluation: given each occupational cluster covered by the guest speaker, each student will list two new job titles in that occupational cluster.

Preparation: IX, B, 1, a.

Resources: speaker.

C. Unit goal: to facilitate the development of a broadened vocabulary used to describe the occupational cluster concept.

1. Developmental objective: to be able to name the different divisions that make up the occupational cluster concept. Included are Industry, Commerce, Social Science, Services, and Arts.

a. Activity: have students divide into five groups. Each group is assigned an occupational cluster for which they must develop materials to present to the class. Materials may include posters illustrating various occupations found in the occupational cluster, pictures of tools or the actual tools themselves that are used in the occupational cluster, and uniforms or modes of dress that are indicative of a certain occupational cluster. Every student participates in presenting the material to the class.

Behavioral evaluation: each student will match correctly:

services	merchant seaman

industry
commerce
social science
arts

photographer
economist
bartender
machine tool operator

Preparation: introduce the idea to students that occupations may be classified into cluster areas due to certain commonalities. These commonalities might include work performed, worker requirements, training and method of entry, and work setting. Explain to the students that they will be involved in a short unit to help them learn the names of these occupational clusters.

Resources: magazines, articles, and tools.

b. Activity: field trip--over a five week period have students visit one industry or business found in each occupational cluster. For example, in the commerce cluster, students might visit an airport. Students take a camera and tape recorder to take pictures of the workers and to tape their conversations. Students are actively involved in the formulation of interview questions and the logistics encountered in organizing a field trip. Upon returning from the field trip, the students listen to the tapes and relate the discussion to the occupational cluster concept. Later, when the pictures are developed, posters are constructed illustrating the field trip. Each field trip, perhaps one a week, will be carried out in the same manner.

Behavioral evaluation: each student will write the name of each occupational cluster and then list two occupations for each cluster that they observed on the field trips.

Preparation: same as IX, C, 1, a.

Resources: cameras, tape recorders, art materials, transportation.

2. Developmental objective: to be able to relate the more specific occupational clusters to the broader divisions of the occupational cluster concept.

   a. Activity: have students construct a mobile from cardboard, colored construction paper, and string. The upper portion of the mobile will include the divisions of goods and services. Attached beneath goods will be a large card for industry. Pictures from magazines may be put on this card depicting occupations found in industry. Attached to the services card will be a card for commerce, social science, services, and arts. Again pictures may be put on the cards depicting occupations found in each cluster.

      Behavioral evaluation: each student will fill in four out of the five blanks correctly with the proper occupational cluster.

      Goods

      a. ____________

      Services

      a. ____________

      b. ____________

      c. ____________

      d. ____________

      Social Science

      Commerce

      Arts

      Industry

      Services

      Preparation: same as IX, C, 1, a.

      Resources: construction paper, cardboard, string, magazines.

   b. Activity: have students divide into two teams. One team member stand in front of the class and gives the requirements or describes the general characteristics of an occupation and asks the others to identify it. He/she answers "hot" or "cold" as answers approach the correct one, and answers any questions with "yes" or "no". The opposing team gets twenty questions to identify the occupation. Points are given for unused questions. After identifying the occupation, they receive an additional three points if they can identify the occupation as being related to the production of goods or services. The team with the most points at the end of the game is the winning team.

Behavioral evaluation: each student will match correctly at least four out of five occupations to each one's corresponding occupational cluster and distinguish whether or not each is related to the production of goods or services.

Preparation: same as IX, C, 1, a.

Resources:

IX. NEED: CAREER VOCABULARY (7-9)

A. Unit goal: to facilitate the development of a broadened vocabulary used to describe the world of work.

1. Developmental objective: to be able to define words related to the world of work, i.e. blue collar job, pension, over time, etc.

a. Activity: using the method of "brainstorming" have students think of as many words as they can that are related to the world of work and the teacher or counselor writes these words on the blackboard. Using construction paper, students develop a dictionary of occupational vocabulary. Each page should include a definition of the word and a picture or drawing to help the student remember the word. (English class; guidance activity;)

Behavioral evaluation: given a list of ten occupational vocabulary words, each student will write a definition for at least eight of the ten words.

Preparation: explain to the students that there are many vocabulary terms used to describe the world of work and that they will be involved in a short unit to help them learn some of these terms.

Resources: art materials, magazines.

b. Activity: "Word Bee"--have students divide into two teams. The teacher or counselor presents a vocabulary word studied in the previous activity to one team member at a time. If the team member incorrectly defines the word he/she must sit down. The team with the most players standing at the end of the game is the winning team. A reward may be given to the winning team. (English class; guidance activity;)

Behavioral evaluation: given a list of fifteen vocabulary terms used in the "Word Bee", each student will match the definition to the word for at least ten of the words.

Preparation: same as IX, A, 1, a.

Resources: list of vocabulary words.

2. Developmental objective: to be able to name the various jobs that the invention of one machine has created i.e. the television.

   a. Activity: have students explore through reading, interviewing, field trips, and viewing filmstrips the many jobs that the invention of the television has created. The list of television workers might include the following: program director, traffic manager, continuity directory, continuity writer, producer, associate director, studio supervisior, scenic designer, makeup artist, film editor, film librarian, typist, education and public affairs director, announcer, music director, news director, newscaster, newswriter, floor or stage manager, floormen, broadcast technician, chief engineer, time salesman, business manager, sound effects technician, clerk, messenger, and television service technician. Each student is assigned one of the previously listed job titles and is responsible for presenting his/her information on that occupation to the class. (science class; industrial arts class)

   Behavioral evaluation: given a list of ten job titles and ten job duties related to television, each student will be able to match correctly at least eight job titles to the job duties.

   Preparation: ask the students how many jobs are involved in making a television program. Explain to them that the invention of the television is responsible for creating many varied occupations and that they will be involved in a short unit to help them learn the names of some of these occupations.

Resources: guest speakers, films, books, D.O.T.

b. Activity: simulation--have students produce a television news program in the classroom using the information they learned from the previous activity. For example, some students will be responsible for the newscasting, some students will write the news, some students will design the sets, some students will be in charge of makeup, etc. Pictures and tape recordings should be made throughout all phases of production. Students then construct a bulletin board using pictures and descriptions of what they did. Other classes may be invited to view the news program. (social studies class; industrial arts class; guidance activity)

Behavioral evaluation: each student will be able to list (either orally or written) ten job titles involved in producing a television news program.

Preparation: same as IX, A, 2, a.

Resources: cameras, tape recorders, cardboard for set design, paint.

B. Unit goal: to facilitate the development of a broadened vocabulary used to describe the occupational cluster concept.

1. Developmental objective: to be able to name the more specific divisions that make up the occupational cluster concept.

a. Activity: have students divide into small groups in order to research one of the following twelve occupational clusters: Natural resources, construction, manufacturing, transportation, trade and finance, government, education, health and welfare, personal services, product services, arts and humanities, and recreation and entertainment. Each group gathers materials such as posters, movies, tools, job information, etc. for two occupations in their assigned cluster. For example, in the construction cluster, materials may be gathered for carpenters and stone masons. Each group then presents their project to the entire class. (social studies class; industrial arts class; guidance activity)

Behavioral evaluation: given a list of occupations presented by the class, each student will be able to match correctly at least 80% of the occupations in the correct occupational cluster.

Preparation: introduce the idea that occupations may be classified into cluster areas due to certain commonalities. These commonalities might include work performed, worker requirements, training and method of entry, and work setting. Explain to the students that they will be involved in a short unit to help them learn the names of these occupational clusters.

Resources: magazines, newspapers, tools, films, pamphlets.

b. Activity: "Thinking of an Occupation Game"--have the class divide into two teams. The teacher asks for association by saying "I am thinking of an occupation in which the individual works underground". The first person to raise his/her hand and answer correctly "coal miner." receives five points for his/her team. Then if the team that answered correctly can name the occupational cluster to which coal miner belongs, it receives an additional five points. If not, the opposing team will receive five points if it names the correct occupational cluster. (social studies class; guidance activity)

Behavioral evaluation: given a list of occupations used in the "Thinking of an Occupation Game" each student will be able to match the occupation to the correct cluster at least eight out of ten times.

Preparation: same as IX, B, 1, a.

Resources: list of occupations.

2. Developmental objective: to be able to identify the more specific occupational clusters as they relate to the broader occupation cluster i.e. Natural resources, Construction, and Manufacturing belong to the Industry Cluster.

   a. Activity: have the students construct mobiles using different colored construction paper. The upper portion of the mobile will include the broader occupational cluster of Industry, Commerce, Social Science, Services, and Arts. Beneath each of these broader cluster, students will attach the more specific colors. For example, Natural Resources, Construction, and Manufacturing are attached to Industry; Transportation and Trade and Finance are attached to Commerce; Government, Education, and Heath and Welfare are attached to Social Science; Personal Services and Product Services are attached to Services; Arts and Humanities and Recreation and Entertainment are attached to Arts. The same color paper should be used for each cluster area. Pictures illustrating occupations found in each cluster may be pasted on the mobile. (art class; guidance activity)

   Behavioral evaluation: each student will fill in the blanks from the list of occupational clusters correctly with 80% accuracy.

Industry

a. ________

b. ________

c. ________

Commerce

a. ________

b. ________

Occupational Clusters

Construction

Education

Government

Product Services

Arts and Humanities

Recreation and Entertainment

c. __________

Social Science

a. __________

b. __________

c. __________

Services

a. __________

b. __________

Arts

a. __________

b. __________

Natural Resources

Personal Services

Trade and Finance

Manufacturing

Health and Welfare

Transportation

Preparation: same as IX, A, 1, a.

Resources: cardboard, construction paper, wire, magazine pictures.

b. Activity: have students divide into two teams. The teacher or counselor writes the clusters of Industry, Commerce, Social Science, Services, and Arts on the blackboard spaced approximately five feet apart. Each team then picks an occupation from the more specific job clusters i.e. Construction-carpenter; Education--teacher; Government--politician, etc. and makes a card labeling the job title for the student to hold in front of him/her. Then all the students with cards stand in front of the blackboard and the opposing team must put each student under the correct occupational cluster. This may be repeated several times and the team with the fewest errors is the winning team. (social studies class; guidance activity)

Behavioral evaluation: given a list of ten occupations, each student will be able to identify (either orally or written) whether it belongs to the Industry, Commerce, Social Science, Services, or Arts Occupational Cluster.

Preparation: same as IX, A, 1, a.

Resources: cardboard.

IX. NEED: CAREER VOCABULARY (10-12)

A. Unit goal: to facilitate the development of a broadened vocabulary used to describe the world of work.

1. Developmental objective: to be able to distinguish between occupations related to people, data, or things.

   a. Activity: have students view the filmstrip People Who Influence Others. After viewing the film, have students discuss how these jobs require a worker to function in relation to people. The teacher or counselor guides the discussion around functions to include advising and counseling, negotiating, teaching subject matter, supervising, entertaining, persuading, and serving. (social studies class; guidance activity)

   Behavioral evaluation: each student will list five job titles related to working with people and the major function required to deal with people.

   Preparation: explain to the students that every job requires a worker to function in relation to data, people, and things, in varying degrees. Explain that they will be involved in a unit to learn the names of some of these occupations and the functions performed by the workers.

   Resources: filmstrip--People Who Influence Others.

   b. Activity: have students view the filmstrip, People Who Organize Facts. After viewing the filmstrip, have students discuss how these jobs require a worker to function in relation to data. The teacher or counselor guides the discussion around functions to include synthesizing, coordinating, analyzing, compiling, computing, copying and comparing. Definitions of these functions may be obtained from the D.O.T. (math class)

Behavioral evaluation: each student will list to the satisfaction of the teacher, five job titles related to working with facts and the major characteristic required to deal with facts.

Preparation: same as IX, A, 1, a.

Resources: filmstrip--People Who Organize Facts.

c. Activity: have students view the filmstrip People Who Make Things. After viewing the filmstrip, have students discuss how these jobs require a worker to function in relation to things. The teacher or counselor guides the discussion around functions to include setting up, precision working, operating-controlling, driving-operating, manipulating, tending, feeding-offbeating, and handling. (industrial arts class)

Behavioral evaluation: each student will list five job titles related to working with things and the major characteristic required to work with things.

Preparation: same as IX, A, 1, a.

Resources: filmstrip--People Who Make Things.

2. Developmental objective: to be able to define words related to the world of work.

a. Activity: have students play "scrabble" but limiting words to career vocabulary. Students may make their own scrabble boards and letters from heavy cardboard. (English class; guidance activity)

Behavioral evaluation: the teacher or counselor will recite twenty-five career vocabulary words and each student will correctly define 80% of the words.

Preparation: discuss with the students the importance of spelling in almost any occupation. Explain to them that they will be involved in a short unit to help them learn to spell some of the words associated with the world of work.

Resources: the game of "scrabble", cardboard, marking pen.

b. Activity: "Definition Bee"--have students dictate to the teacher or counselor as many words as they can think of related to the world of work. The students then divide into two teams and the teacher or counselor recites a vocabulary word to the first team member. If the students cannot define the word, he/she must sit down. The first team to have all of it's members sitting loses the game. (English class; guidance activity)

Behavioral evaluation: using twenty-five words from the definition bee, each student will, to the satisfaction of the teacher or counselor, define each word.

Preparation: same as IX, A, 2, a.

Resources: list of vocabulary words.

c. Activity: football game review--have students construct a football field drawn on transparency and a small football cut from thick paper. Have the class divide into two teams. Ask students in order of seating the definitions of words. A correct answer moves the ball 10 yards and retains possession for the team. An incorrect answer may lead to a fumble and loss of ball, punt, etc. Rules may be altered to liven the game. (physical education class)

Behavioral evaluation: each student will match the following

_____Salary
_____Promotion
_____Contract
_____Blue-collar job
_____Fringe benefits

a. housing, free medical
b. an agreement
c. semiskilled manual job
d. trainee
e. advancement in position

_____Apprentice

f. pay in monthly or yearly figures

3. Developmental objective: to be able to demonstrate wide acquaintance with types of occupations.

   a. Activity: the teacher or counselor calls out some situation like, "It begins to snow", or "A convention comes to town". The students are to think of some working person who is directly affected by the event. The teacher or counselor points to someone. The student stands up, pretends he/she is a worker, says as quickly as he/she can what he/she does, how the event affects him/her, whether or not he/she likes his/her job and why. Then the teacher or counselor points to someone else to give the same kind of information about his/her occupation, or else calls out another situation. If the student pauses, the teacher or counselor should prompt him/her with questions. (guidance activity)

   Behavioral evaluation: each student will be able to write ten occupations found in his/her community and two job tasks performed in that occupation.

   Preparation: the teacher or counselor should be prepared with a list of events that effect a broad cross section of the community. A rather lengthy list is needed to keep the game from lagging. Introduce the game in such a way that students will understand that they are to have fun.

   Resources: list of events. (adapted from Career Education Resource Guide)

   b. Activity: have students develop a list of glamorous, exciting careers that appeal to them. Such a list might include the following

      Sky diver
      Race-car driver
      Jockey
      Model
      Detective
      Football player

Pop singer
Actor and actress
Rodeo rider
Game warden
Stewardess
Test pilot

Have each student select one of the careers to explore in greater depth. Research methods might include writing to well-known persons engaged in the career, watching movies, television features, talk show, articles, books, and occupational information guides. From their research, have each student draft a log of a typical day in the working life of his/her subject including both the good and bad aspects. They should also include requirements needed to enter the occupation. Students then prsent their materials to the rest of the class. (social studies class; English class; guidance activity)

Behavioral evaluation: each student will list five glamorous careers and list one good aspect of the occupation and one bad aspect.

Preparation: explain to the students that people pursue careers for many reasons and that the choice of career involves a compromise between greater and lesser needs. Encourage discussion about changes in their perspective of the glamorousness of the careers.

Resources: library materials, occupational information kits, art materials. (adapted from Career Education Resource Guide)

X. NEED: CAREER KNOWLEDGE (K-3)

A. Unit goal: to facilitate a broadened knowledge of the variety and structure of occupations and career opportunities.

1. Developmental objective: to be able to name occupations of family members and to describe job tasks associated with these occupations.

   a. Activity: have each student draw a picture of his/her mother and/or father working at their occupation. Then the teacher or counselor guides the discussion around the name of the parent's occupation and what kind of job duties are performed. Have the students write the name of the occupation and job tasks on the drawing and display them on the bulletin board.

   Behavioral evaluation: each student will name his/her mother's and father's occupation and one job task for each to the satisfaction of the teacher or counselor.

   Preparation: explain to the students that they will begin to explore the wide range of career opportunities by first looking at the job their family members work at. Stress contributions of housewifing as they incorporate elements of a career.

   Resources: art materials.

   b. Activity: have students develop tape recordings on the job tasks performed by their parents. Let the students or the parents talk and record. If feasible, send a tape recorder home so that the father or mother can describe his/her tasks. Students then try to identify the occupation and various parents represented on the tapes.

   Behavioral evaluation: each student will list (either orally orally or written) to the satisfaction of the teacher or counselor, two occupations of the parents of his/her classmates and the job tasks performed.

Preparation: same as X, A, 1, a.

Resources: tape recorders.

c. Activity: have students view the filmstrip My Mother Works. After viewing the filmstrip have the students discuss some of the jobs that women have and how these jobs fit the life and routine of the mother and family.

Behavioral evaluation: each student will name three jobs that a mother might have outside the home and three jobs she might have inside the home.

Preparation: explain to the students that mothers and women sometimes have jobs outside the home and also have jobs inside the home.

Resources: filmstrip--My Mother Works.

2. Developmental objective: to be able to name occupations common to the community and to describe job tasks performed by each worker.

a. Activity: have students view the filmstrips from The Wonderful World of Work K-3 Series. After viewing the filmstrips, have students break into small groups to discuss the various community occupations. The teacher or counselor should guide the discussion around the job tasks performed by the workers.

Behavioral evaluation: each student will match the following with 75% accuracy:

Supermarket Worker	pumps gasoline
Service Station Worker	cleans the house
Drug Store Worker	puts food on shelves
Home Maker	sells medicine

Preparation: ask several students to pantomime activities typical of the workers they have seen in their neighborhood. For example, a carpenter builds with a hammer and saw; a traffic policeman directs traffic with a whistle and his hands; a house painter climbs ladders and swings a paintbrush. Explain to the students that their community is made up of many workers and that they will be involved in a short unit to help them learn the names of workers, jobs, and what they do.

Resources: The Wonderful World of Work K-3 Series--filmstrip.

b. Activity: have students dress felt figures in a variety of occupational uniforms using the When I Grow Up, I Want To Be kit. Each student dresses the figure using the clothes and accessories for a certain occupation. The rest of the class tries to guess the occupation and discusses the job tasks performed in that particular occupation.

Behavioral evaluation: the teacher or counselor dresses the felt figure to represent five community occupations. Each student will name the occupation and one job task performed in the occupation at least eight of ten times.

Preparation: same as X, A, 2, a.

Resources: When I Grow Up, I Want To Be Kit.

B. Unit goal: to facilitate a broadened knowledge of the way in which occupations relate to the well being of society.

1. Developmental objective: to recognize that jobs done in the home are related to the well being of the family.

a. Activity: have each student develop a collage of pictures depicting mother performing job tasks in the home. Then each student presents his/her collage to the class and the students discuss how each job task performed relates to the well being of the family i.e. a picture of mother washing clothes illustrates how she helps the family have clean clothes for school and work. Discuss whether fathers ever help families have clean clothes. Avoid sex-role stereotyping.

Behavioral evaluation: each student will identify (either orally or written) three jobs that might be performed in the home by the mother and state how they help the rest of the family.

Preparation: ask the students to state different ways in which their mothers help them. After a list has been compiled, explain to the students that these helping activities are related to the jobs that mother does at home and that they will be involved in a unit to help them learn what these jobs are.

Resources: art materials, magazines.

b. Activity: have each student develop a collage of pictures depicting father performing job tasks in the home. Then each student presents his/her collage to the class and the students discuss how each job task performed relates to the well being of the family i.e. a picture of father working on the car illustrates how he provides transportation for the family. Discuss whether mothers work on, use, or buy cars. Many of the pictures for father and mother are interchangeable and this fact should be stressed in the discussion.

Behavioral evaluation: each student will identify (either orally or written) three jobs that might be performed in the home by the father and state how they help the rest of the family.

Preparation: same as X, B, 1, a.

Resources: art materials, magazines.

c. Activity: have each student develop a collage of pictures depicting him/herself performing job tasks in the home. Then each student presents his/her collage to the class and the students discuss how each job task performed relates to the well being of the family i.e. a picture of him/herself taking out the trash illustrates how he/she helps the family to have a clean house.

Behavioral evaluation: each student will identify (either orally or written) three jobs that might be performed in the home by him/herself and state how they help the rest of the family.

Preparation: suggest that children can help families too and that even simple tasks are essential to a family's well being. Ask students if they perform jobs at home.

Resources: art materials, magazines.

2. Developmental objective: to be able to name various contributions made by workers in the community.

   a. Activity: have the students play the game "Lids for Kids"by placing a large assortment of occupational head gear in a box. Hats might include a policeman's hat, nurse's cap, fireman's hat, chef's hat, army cap etc. Have the students pick a hat from the box, one at a time, and tell where they have seen someone wearing the hat, what the person did, and how he/she contributed to the functioning of the community. Students may also make their own occupational hats from colored paper and cardboard. (adapted from Career Education Resource Guide)

   Behavioral evaluation: the teacher or counselor will present five occupational hats to the class and each student will, to the satisfaction of the teacher or counselor, identify the occupation and its contribution to society.

   Preparation: explain to the students that just as jobs done in the home contribute to the well being of the family so do jobs done in the community contribute to the well being of society.

Resources: occupational head gear, art materials.

b. Activity: guest speaker--have various community workers come and speak to the students about their occupations and how they contribute to the community i.e. policeman, nurse, mailman, doctor, etc. Have students develop interview questions in advance concerning the contributions to the community. Also have students tape record the speakers so they can be reviewed later on in group discussions.

Behavioral evaluation: each student will identify three contributions to the community from the occupation of each guest speaker to the satisfaction of the teacher or counselor.

Preparation: same as X, B, 2, a.

Resources: guest speakers, tape recorder.

C. Unit goal: to facilitate a broadened knowledge of the materials and tools associated with various occupations.

1. Developmental objective: to be able to recognize tools and equipment commonly used in the community.

a. Activity: have each student pick three occupations in which he/she is interested. Then have the students develop scrapbooks of pictures of tools associated with each occupation i.e. Cowboy would include pictures or drawings of a rope, saddle, spurs, horse, branding iron, etc. Have each student present his/her scrapbook to the class.

Behavioral evaluation: each student will match correctly at least seven of the following tools with the correct occupation

policeman	hammer
cowboy	lasso

fireman

plumber

rock singer

nurse

model

thermometer

microphone

make-up

snake

hose

Preparation: explain to the students that different workers require certain tools in order to perform their job tasks and that they will be involved in a unit to help them learn the names of some tools and with what occupations they are associated.

Resources: art materials, magazines.

b. Activity: have students visit various parts of the school to observe tools and machinery used in the operation of the school. Areas of interest might include the secretary's office, supply closet of the custodian, the cafeteria, the nurse's office, and shop areas. Have students take pictures of the tools and tape record conversations of the people using the tools. Back in the classroom, have the students discuss how the various tools help the school. Pictures and descriptions of the trip should be displayed on the bulletin board.

Behavioral evaluation: given a list of three occupations in the school, each student will identify (either orally or written) three tools used in each.

Preparation: same as X, C, 1, a.

Resources: cameras, tape recorders.

X. NEED: CARER KNOWLEDGE (4-6)

A. Unit goal: to facilitate a broadened knowledge of the variety and structure of occupations and career opportunities.

1. Developmental objective: to be able to name a variety of occupations available in the community.

a. Activity: "Mister Mailbox" have students design a large cardboard box to fit over their bodies with holes for eyes and mouth and slit to receive letters. Have students use paint and construction paper to make the box look like a mailbox. Have students take turns being Mister Mailbox. Wearing the box, the student does from student to student collecting a piece of mail at every stop. Each student represents an occupation or business, asking for some service or some merchandise. Mister Mailbox asks such questions as: What do you do all day? Do you like your job? Why? To whom are you writing? Why? Have students talk about occupations in the community, why people enjoy work, and how they help each other.

Behavioral evaluation: each student will be able to identify, to the satisfaction of the teacher or counselor, six occupations found in his/her community.

Preparation: explain to the students that they will be involved in some activities to help them learn more about occupations found in their community.

Resources: large box, art materials. (adapted from Car. Ed. Res. Guide)

b. Activity: have students develop an audio-visual production of occupations found in their community ;using slides of "real" locations and the occupations of people who work there. Have the audio portion include actual interviews with workers as well as student-developed script materials.

Behavioral evaluation: using the slides from this activity, each student will be able to identify the occupation 80% of the time.

Preparation: same as X, A, 1, a.

Resources: camera, tape recorder, slide projector.

2. Developmental objective: to be able to categorize occupations according to various classification schemes.

   a. Activity: have students solve riddles. For example, the teacher or counselor might say, "I'm thinking of someone whose job is in building. The place he/she works is like a room, but it is moveable. He/she meets all kinds of people as he/she moves his/her room from floor to floor. Have students name the job (elevator operator) and classify it according to the categories decided upon at the beginning of the game--producer of goods or services; works with people or things or ideas; works indoors or outdoors.

      Behavioral evaluation: given a list of ten occupations, each student will classify each occupation according to the three classification schemes used in the preceding activity with 80% accuracy.

      Preparation: explain and discuss the various classification schemes with the students.

      Resources: list of riddles. (adapted from Career Education Resource Guide)

   b. Activity: have students construct treelike structures, about equal to their height, with long numerous brances. Have students print cards to designate career clusters found in their community like health, transportation, and manufacturing. These cards are placed at the base of the trees. Have students identify jobs that fall within a particular cluster, print the names of the jobs on smaller cards, and tape them like leaves to the branches of the appropriate trees. Have students discuss the interrelatedness of occupations.

Behavioral evaluation: each student will fill in correctly at least seven blanks

Health
a. ______
b. ______
c. ______
Transportation
a. _______
b. _______
c. ______
Manufacturing
a. ______
b. ______
c. ______

doctor
ship captain
assembler
truck driver
dietician
foreman
pilot
nurse
plant manager

Preparation: explain to the students that careers can be grouped into "families" requiring similar abilities and providing similar rewards.

Resources: art materials.

c. Activity: have students name and list as many occupations as they know on the chalkboard. Have the students group the occupations according to similarities, headings such as selling, sports, helpers, and recreation may be suggested. Then have students develop a bulletin board showing their classification system.

Behavioral evaluation: given a list of occupations, each student will put the occupation under the proper category with 80% accuracy, listing the classification system they designed in this activity.

Preparation: same as X, A, 2, a.

Resources: art materials.

B. Unit goal: to facilitate a broadened knowledge of the relationship between occupations and the goals, needs, and functions of society.

1. Developmental objective: to recognize contributions of occupations in meeting the needs of the community.

    a. Activity: "Puppet Show" the teacher or counselor operates the puppets and sets up the various situations i.e. "I am a store owner and someone came into my store and robbed me . What worker might help me?" The students call out the correct answer--"police". Other situations might include: "I just flew into town, how am I going to get to my hotel?", "My delivery truck just broke down, how will I get it fixed?", "My sister has a toothache, where should I take her?". Have the students discuss why they would deal with these various occupations and in what ways they are helped by them.

    Behavioral evaluation: given a list of ten occupations, each student will identify (either orally or written) to the satisfaction of the teacher or counselor, one contribution of each occupation to the community.

    Preparation: ask the student to imagine what their community would be like if everyone were a doctor. Explain that the community would be in trouble because its other needs are not met. Therefore each occupation has its special contribution to a need in the community.

    Resources: puppet , list of situations.

b. .Activity: using a major need of the community, i.e. need for transportation, have the students draw or paint pictures of all the occupations they can think of that contribute to this needs. While students are working, the teacher or counselor guides discussion about the contribution.

Behavioral evaluation: given a need of the community, each student will identify (either orally or written) three occupations that contribute to the needs.

Preparation: same as X, B, 1, a.

Resources: art materials.

2. Developmental objective: to recognize changes in the occupational structure.

a. Activity: have students identify occupations that are going out of existence i.e. blacksmith, cowboy, switchboard operator, etc. Ask students to think about what causes these jobs to phase out, whether such work still needs to be done, how it is done now, and how it might be done in the future.. Have students make drawings of these changes and display them on the bulletin board.

Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, five occupations that have gone out of existence or are going out of existence.

Preparation: discuss with students conditions in the world that affect occupations. Explain that people and occupations must adapt as the world changes.

Resources: art materials.

b. Activity: have student look through issues of Popular Science, Popular Mechanics, and other similar resources to locate pictures of machinery that have replaced peoples' jobs. Have them make posters of these technological changes and display them around the room. While students are working, the teacher or counselor discusses how technology has caused a shift in the production of goods to a greater production of services.

Behavioral evaluation: each student will be able to identify, to the satisfaction of the teacher or counselor, five machines that have changed the occcupational structure.

Preparation: same as X, B, 2, a.

Resources: art materials, magazines.

C. Unit goal: to facilitate a broadened knowledge of the qualifications and preparation related to various occupations.

1. Developmental objective: to be able to identify training requirements for various occupations.

a. Activity: have students interview various school workers regarding training requirements for each occupations. Workers might include principal, teachers, custodian, bus driver, dietician, nurse, counselor, etc. Have students tape record each interview. Back in the classroom, have students develop help wanted advertisements for each job they interviewed. Display the advertisements around the room.

Behavioral evaluation: given a list of school workers interviewed, each student will identify (either orally or written) to the satisfaction of the teacher or counselor, three training requirements needed for each occupation.

Preparation: ask the students to try to name as many occupations as they can that do not require any training. Explain to them that most occupations require certain levels of education, on the job training, or special schooling, and that they will be involved in a unit to help them learn some of these training requirements.

Resources: tape recorders.

b. Activity: have students view TV shows illustrating various occupations. Shows might include Movin-On: truck driver; Lucas Tanner: teacher; Six Million Dollar Man: colonel in the Air Force; Mac Davis Show: singer. Have students cut out pictures of the TV characters from various TV program guides and develop booklets of the training requirements for each occupation.

Behavioral evaluation: given a list of occupations seen on television, each student will identify (either orally or written) to the satisfaction of the teacher or counselor, three training requirements for each occupation.

Preparation: same as X, C, 1, a.

Resources: television program guides.

2. Developmental objective: to recognize characteristics associated with various occupations.

a. Activity: have students look at posters illustrating various occupations i.e. football player, policeman, iron worker, model, nurse, etc. The teacher or counselor stimulates discussion about the characteristics associated with these careers. For example, discusssion about characteristics of nursing might include the night work required, ability to look at pain and disease, ability to stand up for long periods of time, opportunity to work with doctors, helping people to feel better. Both positive and negative characteristics should be discussed.

Behavioral evaluation: given a list of five occupations, each student will identify (either orally or written) to the satisfaction of the teacher or counselor, two postive and two negative characteristics for each occupation.

Preparation: explain to the students that occupations have characteristics that may or may not be compatible with their own characteristics.

Resources: posters

b. Activity: Worker Charades Game--have each student pantomime an occupationally related task including his/her feelings about performing the task. The opposing team tries to guess the occupation being pantomimed. Have the students discuss the characteristics associated with each occupation and whether these are in line with their own interests and abilities.

Behavioral evaluation: given a list of jobs used in the Worker Charades Game each student will identify (either orally or written) to the satisfaction of the teacher or counselor, three characteristics associated with each occupation.

Preparation: same as X, C, 2, a.

Resources: Worker Charades Game.

[illegible]. NEED: CAREER KNOWLEDGE (7-9)

A. Unit goal: to facilitate a broadened knowledge of the variety and structure of occupations and career opportunities.

1. Developmental objective: to be able to portray the occupational diversity of a typical community.

a. Activity: have students listen to the six cassettes included in Exploring the World of Work. After listening to the cassettes, have students discuss the various occupations they believe can be found in their community.

Behavioral evaluation: each student will list to the satisfaction of the teacher or counselor, seven occupations in the community.

Preparation: the teacher or counselor will explain that there are a wide variety of occupations in each community. Some jobs are found in all communities, while other jobs are found only in certain localities. The teacher or counselor will explain that the class will be involved in a unit to learn many of the occupations found in the community.

Resources: cassette series Exploring the World of Work.

b. Activity: have students divide into groups. Have each group take an alphabetical section of the local Yellow Pages of the telephone directory and compile a list of the occupations they find listed that are familiar to them. Have each group relate to the class the various occupations that are present in their community.

Behavioral evaluation: the student will list ten occupations in the community.

Preparation: same as X, A, 1, a.

Resources: Yellow Pages of local telephone directory.

2. Developmental objective: to be able to describe the materials and tools associated with various community occupations.

   a. Activity: have student attend the local A.V.T.S. and take part in the Singer Graflex Mobile Unit. Each student will complete the audio-visual unit at the carrell of his/her choice: cooking and baking, drafting, welding, masonry, health assistance, auto body, etc.

      Behavioral evaluation: each student lists at least five tools used at his/her carrell.

      Preparation: the teacher or counselor will explain that many careers have materials and tools that are necessary in order to perform a certain task and that a person must learn to master these tools and materials in order to do his/her job effectively.

      Resources: Singer Graflex Mobile Unit at Area Vocational Technical School.

   b. Activity: have student view the sound filmstrip Discovery to observe 49 young people performing their usual day's work. After the filmstrip, have students point out and discuss the tools and materials used by each of the 49 young people in order to perform their jobs.

      Behavioral evaluation: each student will match with 80% accuracy the tool with the job on a matching quiz.

      Preparation: same as X, A, 2, a.

      Resources: filmstrip and cassette--Discovery.

B. Unit goal: to facilitate the understanding that a career involves a progression through stages of preparation.

1. Developmental objective: to be able to describe the normal stages of preparation for various occupations.

   a. Activity: have students view and listen to the filmstrip and cassette The ABC's of Getting and Keeping a Job, Part II. "Preparing for the Job You Want". Then have each student in the class contribute at least one way of preparing for the job he/she wants.

   Behavioral evaluation: the teacher or counselor will name ten occupations and each student will briefly describe, to the satisfaction of the teacher or counselor, the method of preparation.

   Preparation: the teacher or counselor will remind students of the stages they go through as they pass through school: Kindergarten, Elementary, Junior High, and Senior High, and the teacher or counselor will explain that each career involves some method of preparation whether it be high school education, college education, specialized training institute, or on-the-job training and that it is important to learn what preparation is necessary so that a student does not limit his/her opportunities by lack of necessary preparation. The teacher or counselor will explain that the class will be involved in a unit to learn the preparation necessary for various occupations.

   Resources: The A.B.C.'s of Getting and Keeping a Job, Part II, "Preparing for the Job You Want".

   b. Activity: ask the class to think of a Major League baseball player and then trace his possible baseball career from the time he was a little boy to the present involving Pee Wee League, Little League, Pony League, Minor League, then Major League. Ask the class to do this for a doctor, politician, jeweler, secretary, editor, etc.

   Behavioral evaluation: each student will list to the teacher's or counselor's satisfaction the progression of career preparation for five careers.

Preparation: same as X, B, 2, a.

Resources:

2. Developmental objective: to be able to describe the normal stages of career progress in typical occupations.

   a. Activity: have students view their choice of one of the twenty-six Career Counseling Films. These films are 15 minutes and since many will select the same film, they may be observed in groups. For example: "Is A Career as a Technician for You?" , "Is A Career in Radio or T. V. for You?", "Is a Career in the Performing Arts for You". After viewing the film, have each student list the normal stages of career progress in these typical occupations.

   Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, the stages of career progress for the career they viewed in the film.

   Preparation: the teacher or counselor will explain that within most careers, there are different levels that may be achieved. For example, in the miltary there is: private, corporal, sergeant, lieutenant, etc. and that the class will be involved in a unit to learn this progression within a variety of careers.

   Resources: Career Counseling Films.

   b. Activity: have each student interview his/her parent or relative to identify their career pattern. The interview questions should lead to the information of when and at what level the parent made entry into his/her occupation and at what level he/she is presently working. Have students present his/her in depth findings to the rest of the class.

   Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor, list the possible stages of career progress for three careers in which they were interested.

Preparation: same as X, B, 2, a.

Resources: interview questions, parent or relative.

C. Unit goal: to facilitate the broadened knowledge of the relationship between occupational role and life-style.

1. Developmental objective: to be able to identify elements of typical life styles and show how these factors influence career choice.

a. Activity: have students view the sound filmstrip Career Values: What Really Matters To You and after viewing the filmstrip, have each class member take a turn at telling what he/she feels will be the life style element that will most influence his/her career choice: money, working hours, possibility for advancement, family, and number of children to support, personal satisfaction, etc.

Behavioral evaluation: each student will be able to list six components of life style and a career that will make that element possible. For example: alot of money--store owner; ability to set up own hours--writer; great chance for advancing--large company employee, etc.

Preparation: the teacher or counselor explains that each individual develops a personal style which he can fulfill in a career with a similar style and that the class will be involved in a unit to determine what makes up a life style and how life style relates to a career.

Resources: sound filmstrip Career Values: WhatReally Matters To You.

b. Activity: have students pair off with a classmate they feel they know well. Each person is to take down notes about what the other person is like--his/her interests, hobbies, likes, skills talents, special abilities and personality traits. At the end of the list, the student is to predict, based on present information, what career his/her partner is likely to choose.

Behavioral evaluation: each student will select, to the satisfaction of the teacher or counselor, a realistic career prediction for his/her partner based on appraisal of the life style information gathered.

Preparation: same as X, C, 1, a.

Resources:

2. Developmental objective: to be able to recognize aspects of life style related to a particular occupational area.

   a. Activity: assign each student a particular career and have students make a collage from magazine pictures illustrating the career as well as the life style that accompanies that career.

      Behavioral evaluation: the teacher or counselor will evaluate the collage to determine how realistically each student illustrated the career as well as the corresponding life style.

      Preparation: same as X, C, 1, a.

      Resources: magazines, paste, cardboard.

   b. Activity: have students view filmstrips Career Decisions: Finding, Getting, and Keeping A Job and then divide into groups to discuss questions such as: who we are, what we need, value, and enjoy related to the various careers mentioned.

      Behavioral evaluation: each student will be able to name five aspects of life style of particular occupations when asked by the teacher or counselor. Occupations may include career soldier, construction worker, florist, secretary, doctor, teacher.

      Preparation: same as X, C, 1, a.

Resources: filmstrip--Career Decisions: Finding, Getting, and Keeping a Job.

X. NEED: CAREER KNOWLEDGE (10-12)

A. Unit goal; to facilitate a broadened knowledge of the variety and structure of occupations and career opportunities.

1. Developmental objective: to be able to present an overview of career opportunities in his/her community.

   a. Activity: have employment counselors from local State Employment Agency visit and discuss the local employment scene emphasizing present opportunities, job entry, salaries, and skills desired by prospective employers.

   Behavioral evaluation: have students divide into groups of four and present, to the satisfaction of the teacher or counselor, a different topic dealt with by the guest speaker. One group presents a summary of the local opportunities, another group presents skills desired by prospective employers.

   Preparation: explain that job opportunities vary from community to community as a seaside community differs from an industrial community and that students will be involved in a unit to learn of the opportunities in their community.

   Resources: guest speaker from State Employment Agency.

   b. Activity: have students view the classified employment section in a current edition of the local newspaper. After viewing this section of the paper, have students list those occupations which are most often listed. These may include sales clerk, accountant, waitress, nurse, engineer.

   Behavioral evaluation: each student will list eight occupations from the classified section which he/she judges are most in demand in the community.

   Preparation: same as X, A, 1, a.

Resources: classified employment sections from local newspapers.

2. Developmental objective: to be able to present comprehensive data on local employment opportunities for high school graduates.

   a. Activity: have students develop a list of graduates with whom students are personally acquainted and who might be available for an interview. Then have students develop a survey or interview questionnaire for everyone to use consisting of questions such as: If you presently have a job----

      1. What is the title?
      2. What tasks do you perform?
      3. Describe your work environment.
      4. What preparation did you need?

      If you are presently continuing your education----

      1. Where are you going to school?
      2. What are you studying?
      3. For what occupation are you preparing?
      4. How long will it take?

   Have each student interview an acquaintance and present the results to the class.

   Behavioral evaluation: each student will list four occupations held by recent past graduates. These will be jobs in the community and students will include the tasks involved, salaries, preparation necessary, qualifications, and environment.

   Preparation: explain that some occupations are available to high school graduates in the community and that students will be involved in a unit to determine which occupations these are.

   Resources: past high school graduates, interview questions, tape recorders.

   b. Activity: have students divide into groups of four and take turns viewing the Pennscript view deck which lists job descriptions and localized information for each county in Pennsylvania. Before viewing the deck have each group assigned either their own county or one of the surrounding counties. While viewing Pennscript, have each group select only those occupations that are available in their assigned county for which a high school graduate may qualify. Then share this information with the rest of the class.

Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, ten occupations available to high school graduates in their county and surrounding counties.

Preparation: same as X, A, 2, a.

Resources: Pennscript.

B. Unit goal: to increase knowledge of the basic characteristics and qualifications related to the preparation and performance of job tasks in various occupations.

1. Developmental objective: to be able to enumerate a range of typical job qualifications.

   a. Activity: have the class discuss the kinds of personal qualities and capabilities required for a list of familiar occupations such as bank teller, doctor, football player, policeman, construction worker, model, etc.

   Behavioral evaluation: the teacher or counselor will name six different occupations and each student will list three qualities and capabilities required for each occupation.

   Preparation: explain that careers require different knowledge, abilities, attitudes and that every individual has different abilities, interests, needs, and values and that they will be involved in a unit to become aware of the qualifications and capabilities necessary for some careers.

Resources:

b. Activity: each student will take part in a role playing situation in which one person plays the employment counselor and the other, a job seeker, Each student role playing the job seeker will make up imaginary qualifications he/she might have either as personality traits or certain abilities and skills. The individual who plays the employment counselor should make a sincere effort to advise the job seeker of possible careers he/she may be suited for.

Behavioral evaluation: the teacher or counselor will discuss certain skills and personality traits, and each student will list a career for which the combination of this particular skill and personality characteristic are required.

Preparation: same as X, B, 1, a.

Resources: role playing.

2. Developmental objective: to be able to relate his/he interest pattern to a specific career field.

a. Activity: have each student select two values and two interests that he/she feels are important to him/her and have him/her find careers that would allow for exercising these values and interests. Have each student present these to the rest of the class.

Behavioral evaluation: each student will match correctly at least five interests with five careers from a list derived by the teacher or counselor for each students presentation.

For example

Career	Interest
1. Newspaper reporter	a. Working with people, clothing
2. Secretary	b. Writing
3. Architect	c. High places, building

4. Carpenter
5. Sales Clerk
6. Construction
7. Accountant

d. Work with numbers
e. Type, filing
f. Work with hands
g. Playing and writing music
h. Enjoy building, drawing, design

Preparation: the teacher or counselor explains that each person has something that they enjoy doing and that is especially interesting and that they will be involved in a unit in which they will have to think of these interests and relate them to a career.

Resources:

b. Activity: have students listen to cassettes, Exploring the World of Work. Although there are six cassettes, let the students listen to all of them since they may find that there is a career that they were unaware of. For instance some of the cassettes include: "Women in the World of Work", "Outdoor Interest Occupations", "Artistic Interest Occupations", and "Mechanical Interest Occupations".

Behavioral evaluation: each student will list five careers mentioned on the cassettes which interested them and might be a possible career choice.

Preparation: same as X, B, 2, a.

Resources: cassettes--Exploring the World of Work.

C. Unit goal: to facilitate a broadened knowledge of the relationship between occupational role and life style.

1. Developmental objective: to be able to recognize the connection between satisfactory life style and available occupations.

a. Activity: have students view and listen to the sound filmstrip Careers and Life styles. After viewing the filmstrip, have students divide into groups and discuss these possible terms in relationship to various careers discussed in the filmstrip. One group might discuss "married" or "single" in relation to careers shown. Other life style terms are: own or rent home or apartment, number of children, furniture, car, clothes, vacation, recreation and entertainment, insurance and savings.

Behavioral evaluation: each student will discuss briefly how each of the above terms dealing with life style relates to what he/she considers a satisfactory life style.

Preparation: the teacher or counselor explains that each individual develops a personal style which he/she can fulfill in a career with a similar style and that they class will be involved in a unit to determine what makes up a life style and how life styles relate to a career.

Resources: filmstrip--Careers and Life Styles.

b. Activity: have students divide into groups. Based on the sound filmstrip Careers and Life Styles, have each group select a career which illustrates a sharp and obvious contrast in life style from other group's selection. For example: actor, banker, farmer, ecologist, soldier, politician, and rock musician. On a particular day, each group member dresses as a member of that occupation and role plays, with other member of their group, the life style elements of their career. They may discuss money, working hours, working conditions, location, travel, clothes, family, friends, etc.

Behavioral evaluation: each student will select and list to the satisfaction of the teacher or counselor ten elements which they believe to be part of the concept of life style.

Preparation: same as X, C, 1, a.

Resources: Careers and Life Styles, role playing.

2. Developmental objective: to be able to evaluate several career choices in terms of the standard of living he/she would like to attain.

   a. Activity: have each student make a collage illustrating the life style he/she hopes to attain as well as the career he/she hopes to pursue. Pictures may be cut from magazines and should be representative of the various elements that make up a life style as well as different aspects of the selected career.

   Behavioral evaluation: the teacher or counselor will evaluate each student's collage to determine if the student's future life style is realistic in terms of his/her future career goals.

   Preparation: same as X, C, 1, a.

   Resources: magazines, paste, cardboard.

   b. Activity: have students divide into groups of five and select a group leader. Each member is to discuss his/her current life style in terms of money, recreation, clothes, vacation, hobbies, etc. and the life style they hope to attain in five to ten years, pointing out the things they would like to remain the same and the things they would hope to change. Have them relate how their chosen career will change those elements they would like changed.

   Behavioral evaluation: the teacher or counselor will evaluate how adequately each student expressed the components of his/her current life style and how adequately he/she makes a realistic appraisal of his hoped for life style based on his/her chosen career.

   Preparation: same as X, C, 1, a.

   Resources:

XI. NEED: CAREER ATTITUDES (K-3)

A. Unit goal: to facilitate the development of attitudes in which work is seen as an integral part of the total life style.

1. Developmental objective: to recognize contrasting life styles.

a. Activity: have each student pick a community worker to investigate and have him/her develop a poster of pictures and drawings that might represent the worker's life style. Then have each student develop a second poster that illustrates a completely opposite life style. The class then tries to name occupations that might fit into the contrasting life style.

Behavioral evaluation: given the occupation of a community worker, each student will identify, to the satisfaction of the teacher or counselor, an opposite life style to the one implied in the occupation named.

Preparation: explain to the students what elements make up a person's life style e.g. money, leisure time, living conditions, etc. and that ;many people have different life styles.

Resources: art materials.

b. Activity: have each student make a tape recording expressing important elements that make up his/her life style (e.g. what you do in summer, what you eat, what your mother does all day). The class then listens to each tape and the students discuss elements in their life style that differ from the one being played.

Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, the elements of a life style that are in extreme contrast to his/her life style.

Preparation: same as XI, A, 1, a.

Resources: tape recorder.

2. Developmental objective: to be able to relate life styles to various occupations.

   a. Activity: have students interview various school workers to explore the reasons why they chose that particular career and whether they are satisfied. The interviews should include questions about how their chareer relates to their life style. Have the students tape record the interviews and develop materials to display around the classroom.

   Behavioral evaluation: given the name of a school worker, each student will identify, to the satisfaction of the teacher or counselor, two elements of the worker's life style that relate to the worker's occupation.

   Preparation: explain to the students that an individual's occupation can relate to his/her life style. For example, the President of the United States doesn't take out the garbage; an arc welder doesn't usually have a chauffeur.

   Resources: tape recorder, art materials.

   b. Activity: have students collect various comic strips representing different occupations i.e. Dick Tracey, Blondie, etc. Have the students discuss aspects of life styles that are related to these comic strip occupations and whether or not these occupations would fit into their own life styles.

   Behavioral evaluation: given a comic strip character, each student will identify, to the satisfaction of the teacher or counselor, two ways in which the occupation relates to the life style.

   Preparation: same as XI, A, 2, a.

Resources: comic strips.

B. Unit goal: to facilitate the development of positive attitudes toward work.

1. Developmental objective: to recognize that all work is important.

   a. Activity: have students pick an occupation that they feel is unimportant i.e. trash collector. Set up a work situation in which each student has a task to perform that creates trash. The task might be to cut out so many paper figures per minute. Assign one student to be the trash collector. In the middle of the exercise ask the trash collector to stop performing his duty and direct the other workers to assume his/her duties while performing their tasks. If the exercise is planned properly this will be impossible. After the exercise, the teacher or counselor generates discussion about the importance of the trash collectors function and how it affects others.

   Behavioral evaluation: given the name of an occupation previously considered unimportant by the students, each student will identify to the satisfaction of the teacher or counselor, two reasons why that occupation is important to society.

   Preparation: ask the students to name all the occupations that they think of as unimportant. Explain to them that they will be involved in a short unit to help them learn the importance of these occupations.

   Resources: art materials.

   b. Activity: field trip--have students visit a local factory or industry to observe the interrelationships of jobs from the lowest levels to the highest levels. Students should see the importance of each job, in that the successful completion of one job enables the successful completion of another job. Have the students structure interview questions to focus on the relationships of jobs and how the worker feels about the job. Tape record and photograph the field trip so that a classroom display can be developed around the theme of the "Importance of All Work".

Behavioral evaluation: given a list of jobs observed on the field trip, each student will identify, to the satisfaction of the teacher or counselor, the importance of each job.

Preparation: same as XI, B, 1, a.

Resources: tape recorders, cameras, interview questions, transportation.

2. Developmental objective: to recognize reasons why people want to work.

   a. Activity: have students cut pictures from magazines that show people at work, some that show people at play, and some in which people are working at jobs that appear to be fun i.e. playing professional sports, driving a train, or hosing a fire. The teacher or counselor places three large captions on the bulletin board representing "Work", "Play", and "Both". The teacher or counselor then holds up a picture and the students decide in which category to place it. Pictures that fit into both categories should be discussed in terms of how the activity is considered work but is also fun.

   Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor three occupations that may be viewed as both work and play.

   Preparation: discuss with the students the concept of work, how and why it differs from play, and why people work if not for fun. Help the students to think of situations in which the "fun" might come a long time after the work, like being able to play the piano well after years of practice.

Resources: magazine pictures.

b. Activity: have students draw pictures of themselves involved in different types of school work. Display the pictures under the captions of "Hard Work", "Fun Work", and "Both". Have the students explain to the class why they placed their pictures where they did and discuss ways in which "Hard Work" activities might be modified to fit other categories.

Behavioral evaluation: each student will identify to the satisfaction of the teacher or counselor, two reasons why work might become fun.

Preparation: same as XI, B, 2, a.

Resources: art materials.

C. Unit goal: to facilitate the development of traits such as honesty, responsibility, and compatability which relate to job success.

1. Developmental objective: to recognize the importance of cooperation in a job.

a. Activity: have students view the filmstrips What Do You Expect of Others and What Happens Between People concerning conflict and cooperation between people. After viewing the filmstrips, have students discuss examples in their own life in which cooperation is important--family situation, school tasks, play experiences, etc.

Behavioral evaluation: each student will identify to the satisfaction of the teacher or counselor, two reasons why cooperation is important to the successful completion of a task.

Preparation: explain to the students that cooperation is important when working with other people. Ask them to think of instances when their friends or parents did not cooperate with them and what happened. Explain that they will be involved in a short unit to help them learn about cooperation, and how it affects them.

Resources: filmstrips--What Do You Expect From Others and What Happens Between People.

b. Activity: have two groups of students (three in each group) perform a competitive task such as making a building from blocks. In one of the groups have a student play an uncooperative role by refusing to help and knocking down the blocks. After several groups of students have tried this, the teacher or counselor guides a class discussion on the effects of the uncooperative students dealing with completion of the task, feelings of the uncooperative student, feelings of the other members of the group, and feelings of the cooperative group.

Behavioral evaluation: each student will identify to the satisfaction of the teacher or counselor, two negative results due to an uncooperative member of a group.

Preparation: same as Xi, C, 1, a.

Resources: blocks.

2. Developmental objective: to recognize the importance of honesty and responsibility as they relate to work.

a. Activity: have students role play various situations that involve honesty e.g. stealing from a store, taking the blame for something bad that you did, cheating on a test, etc. Have them discuss their feelings about being honest and dishonest. Discuss how dishonesty can be harmful to an individual, for instance, when a student cheats in a test he/she is hurting him/herself by not knowing the information. Have students make posters illustrating these various concepts and display them around the room.

Behavioral evaluation: given a situation where an individual is dishonest each student will identify to the satisfaction of the teacher or counselor, two reason why it is harmful to the individual.

Preparation: explain to the students that one should not be honest simply to please other people, but that it also has many benefits to the individual. Explain that they will be involved in a short unit to help them learn what some of these benefits are.

Resources: art materials.

b. Activity: have the students keep individual records of the number of times they do things that indicate responsibility. Areas of responsibility might include remembering to bring their lunch or lunch money, bringing clothes and equipment in from the playground, remembering to bring homework to school, helping other children, etc. Individual records should be posted around the classroom so that the students can compare their progress.

Behavioral evaluation: the teacher or counselor rates each student as to the number of responsible tasks he/she has performed over a certain time period.

Preparation: explain to the students that a responsible person does things without always being told to do them. Explain that they will be involved in an activity to help them learn to be more responsible.

Resources: art materials.

XI. NEED: CAREER ATTITUDES (4-6)

A. Unit goal: to facilitate the development of attitudes in which work is seen as an integral part of the total life style.

1. Developmental objective: to recognize factors influencing different life styles.

a. __Activity__: arrange for several guest speakers to visit the classroom. Speakers might include a policeman, a mill-worker, on swing shift, a doctor, a local store owner, a plumber, etc. The major focus of their presentation should be the effect of their job on how they must live when not on the job. Have the students tape record these presentations and develop materials for display around the room.

__Behavioral evaluation__: given an occupation of one of the guest speakers, each student will identify, to the satisfaction of the teacher or counselor, how that occupation affects the individual's life style.

__Preparation__: explain to the students that aspects of an individual's occupation can directly affect what the individual does when he/she is not working. Explain that they will be involved in a short unit to help them learn some of these factors.

__Resources__: guest speakers, taperecorder, art materials.

b. __Activity__: have students develop materials illustrating how going to school affects their life style when they are not in school. Have them dramatize and take pictures of these effects i.e. doing their homework, going to bed earlier on school nights, having weekends off, wearing different clothes, having the summer off, etc. Encourage each student to contribute a situation from his/her life style. Display pictures and explanations around the room.

Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, four ways in which going to school affects his/her life style when not in school.

Preparation: same as XI, A, 1, a.

Resources: cameras.

2. Developmental objective: to be able to relate life style to various occupations.

   a. Activity: have students construct posters of workers whose occupations are clearly a means of self-expression i.e. dancer, writer, professional athlete, musician, artist. Then the teacher or counselor generates discussion on the way in which other occupations are a means of self-expression.

   Behavioral evaluation: each student will identify at least four occupations that are clearly (to the student) a means of self-expression.

   Preparation: explain to the students that many times an individual's occupation relates closely to his/her life style and that they will be involved in a short unit to help them learn some of these relationships.

   Resources: art materials.

   b. Activity: have each student create a "Me Box" by covering a large cardboard cube with pictures, sketches, and slogans cut from magazines that represent some significant aspects of his/her personality, daily activities, and general life style. Have them reserve one face of the cube for prediction pictures of possible future careers and leisure time activities.

   Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, three elements of his/her life style and how these might relate to some future career.

Preparation: same as XI, A, 2, a.

Resources: magazines, art materials.

B. Unit goal: to facilitate the development of positive attitudes toward work.

1. Developmental objective: to recognize reasons why people want to work.

a. Activity: have the students play a form of "Whisper Down The Alley". Have the first study say, "People work for money". Then have each student take a turn repeating everything said before his/her turn and adding one more reason to the list. After the game has been played, have the students develop pictures booklets representing the reasons why people work.

Behavioral evaluation: each student will list (either orally or written) five reasons why people want to work.

Preparation: explain to the students that the reasons people work are many and varied and that they will be involved in a unit to help them explore some of these reasons.

Resources: magazines, art materials.

b. Activity: have each student bring an example of a hobby or an interest in which they are involved i.e. building models, taking pictures, sports activities, sewing, painting, Provide time for each student to explain how this interest might lead to a career, but more important, have each student describe the satisfaction he/she derives from the activity.

Behavioral evaluation: each student will identify to the satisfaction of the teacher or counselor, at least two reasons why their hobby or interest is a satisfying experience.

Preparation: same as XI, B, 1, a.

Resources: examples of hobbies or interests.

2. Developmental objective: to recognize that all work is important.

a. Activity: have students divide into two teams. The teacher or counselor identifies an occupation and each team alternates in giving a contribution made by the occupation or a reason for its importance. The teacher or counselor keeps a tally of team responses and the team with most responses wins a reward. A time limit for giving a response is advisable in order to keep the game moving along. An intermix of low and high prestige occupations is also advisable.

Behavioral evaluation: given a list of three occupations, each student will identify, to the satisfaction of the teacher or counselor, three contributions made by each occupation.

Preparation: explain to the students that every occupation makes a contribution to the individual and to society, whether it is a high prestige job or a low prestige job. Explain that they will be involved in a unit to help them see that all jobs are worthwhile and important.

Resources: list of low and high prestige occupations.

b. Activity: have the students play the "Blow Your Own Horn" game. The teacher or counselor introdues the game by selecting an occupation and showing the class how you can brag about it. Tell the students why your particular job is the most important of all and be dramatic. Then have students select occupations and brag to the class in the same manner. Urge them to be as persuasive as possible. Have the class vote on the most successful performance.

Behavioral evaluation: teacher or counselor will rate each student on his/her performance in bragging about a selected occupation. Poor performances should be coached by the teacher or counselor and then redone.

Resources:

C. Unit goal: to facilitate the development of traits such as honesty, responsibility, and compatability as they relate to job success.

1. Developmental objective: to recognize the importance of cooperation in a job.

   a. Activity: have students divide into small groups of four or five. The teacher or counselor assigns each group a task to complete such as putting together in proper sequence a series of comic strips that have been cut apart. The students must complete the task without talking to each other. Group members cannot take parts of comic strips from another member's pile but members can offer parts of comic strips to other members who need them. The teacher or counselor then guides a discussion around how participants became aware of others member's needs and how they decided to work together.

   Behavioral evaluation: each student will verbalize, to the satisfaction of the teacher or counselor, why cooperation is is important in completing a task.

   Preparation: explain to the students that cooperation is important when working with other people. Ask them to think of instances when their friends or parents did not cooperate with each other and consider what happened. Explain that they will be involved in a unit to help them learn about cooperation and how it affects them.

   Resources: comic strips.

b. .Activity: field trip--have students visit a construction site where a building is being erected. Students should observe the cooperation needed for successful completion of the building. Have various workers talk to the students about how each job is dependent upon others and the importance of cooperation. For example, the carpenter must work in conjunction with the plumber. Have students take pictures and tape record the workers interviews for classroom use.

Behavioral evaluation: each student will write a short essay, to the satisfaction of the teacher or counselor, on cooperation needed in the construction trade.

Preparation: same as XI, C, 1, a.

Resources: cameras, tape recorders, transportation.

2. Developmental objective: to recognize the importance of honesty and responsibility as they relate to work.

a. Activity: have each student assume responsibility for various jobs in the classroom. Jobs might include emptying trash, washing blackboards, handing out papers, collecting papers, distributing art supplies, supervising traffic. At the end of each week, each student is rated on his/her responsible performance on that particular job. Ratings of performance should be determined by classmates and displayed around the classroom. Have discuss their feelings about the jobs, how the jobs are necessary for normal classroom functioning, and what happens when students are irresponsible in performing their jobs.

Behavioral evaluation: each student will perform to the satisfaction of the group leader and classmates, his/her job tasks.

Preparation: ask the students to think of examples of things that they do now that they could not do a few years ago like dressing themselves, getting their own food, taking care of brothers and sisters. Explain that as they grow older, they are expected to and will want to, assume more and more responsibility for themselves.

Resources: list of classroom jobs.

b. Activity: have students review the story of Abraham Lincoln and with the help of the teacher or counselor, compile a list of incidents in which Mr. Lincoln was honest. Have students discuss how his honesty helped in his relationships with other people and how it helped him to become successful. Then have students relate incidents of their own in which they were honest or dishonest and how it affected them. (other stories dealing with honesty may be used)

Behavioral evaluation: each student will list (either orally or written) three way honesty is helpful to the individual.

Preparation: suggest to students that honesty is an important trait to develop in order to be successful and to have good relationships with others. Explain that they will be involved in a unit to help them learn the benefits of being honest.

Resources: stories dealing with honesty.

XI. NEED: CAREER ATTITUDES (7-9)

A. Unit goal: to facilitate the development of the idea that occupational stereotyping is undesireable and constricting.

1. Developmental objective: to recognize reasons why sex stereotyping is undesireable.

a. Activity: have students view and listen to the sound filmstrip, Jobs and Gender and then have students discuss those occupations that have traditionally excluded men and those occupations which have excluded women. (social studies class; guidance activity)

Behavioral evaluation: students will list five jobs that women may now hold which had previously been held only by men and five jobs that are now available to men which had in the past been held only by women.

Preparation: explain to the students that today many women are doing jobs that had been previously done by men and vice versa. The reasons for this include more women being educated, Women's Liberation Movement and that they will be involved in a unit to learn what some of these occupations are and why they no longer are closed to the opposite sex.

Resources: sound filmstrip--Jobs and Gender.

b. Activity: have students create posters either drawn or with magazine pictures illustrating people in occupations that were traditionally not open to them. Have the boys focus on women doing what was once men's work i.e. lawyer, line person, engineer, construction worker and the girls limit their posters to men in traditionally women's fields i.e. hairdresser, telephone operator, secretary. Then have each student discuss the capabilities of each person on his/her poster and why this person can perform this job. (guidance activity; social studies class)

Behavioral evaluation: each student will (either orally or written) give, to the teacher's or counselor's satisfaction, a reason why a particular job can now be filled successfully by a person male or female who was previously believed to be unsuited.

Preparation: explain to the students that both men and women have many of the same resources so are therefore able to do the same jobs with the same degree of success and that they will be involved in a unit to discover why these jobs may be held by either sex.

Resources: art materials.

2. Developmental objective: to recognize reasons why occupational stereotyping is harmful to him/her and society.

   a. Activity: have students divide into groups of six and select randomly ten occupations from the employment ads of the local newspaper. After they have done this, ask them to rank the occupations from one to ten from what they as a group consider the best to the worst job. Then have a group leader explain why each job was ranked as it was. From this, have the class tell whether or not this job got its rank because of prestige or other factors such as income, education, location of work. Then have the class determine whether or not the rank was based on valid information. (guidance activity; social studies class)

   Behavioral evaluation: each student will rank five occupations to the satisfaction of the teacher or counselor, followed by valid reasons for the rank given.

Preparation: explain to the students that much misinformation exists about occupations and that much of what is heard is not the entire picture of what that occupation is like and that they will be involved in a unit to discover some of these false assumptions and then to clarify them.

Resources: newspaper classified ads.

b. Activity: have each class member take a picture of a person not working at his/her job but dressed as they would be for work. Then have each student write a paragraph about this person, his/her salary, job location of work. This may be a family member or some community worker but the identity must remain secret to the rest of the class. Allow each student to post the photo and have the class guess the occupation of the person in the photo. After a number of guesses have been made, have the student read his/her paragraph. There will be many wrong guesses based on stereotyping and these can then be pointed out to the students. (guidance activity; social studies class)

Behavioral evaluation: each student will write, to the satisfaction of the teacher or counselor, four reasons why you cannot judge a person's contribution to society on the basis of physical appearance.

Preparation: same as XI, A, 2, a.

Resources: camera for students to take home for photographs.

B. Unit goal: to facilitate an awareness of the value of acquiring marketable skills.

1. Developmental objective; to recognize difficulties in obtaining a job due to lack of specific job skills.

a. Activity: have students view the filmstrip--Foundations for Occupational Planning: What Good Is School? which emphasizes the value of school for obtaining training and then a job. Allow students to discuss what job possibilities might be available to them when they turn sixteen and what skills are involved: paperboy/girl, stockboy/girl. sales clerk. Then have them discuss jobs available after high school and the skills that have been acquired since they were sixteen: filing clerk, secretary. (guidance activity; social studies class)

Behavioral evaluation: each student will identify the education or training required for seven occupations to illustrate that in order to obtain jobs, certain skills must first be acquired.

Preparation: explain to students that in order to get a job a person must have acquired certain skills. Some jobs require more skill or different skills than others but without a skill, it is difficult to find work. Explain that they will be involved in a unit to discover the value of school or training for acquiring various marketable skills.

Resources: filmstrip--"Foundations of Occupational Planning: What Good Is School?

b. Activity: have class play Game Sim Series I to make the students aware of the connection between competence in academic skills and the ability to find and hold a job. This should improve the students' performance effort in academic skills. (guidance activity; social studies class)

Behavioral evaluation: each student in a one-to-one interview will to the satisfaction of the teacher or counselor, identify the value of acquiring marketable skills.

Preparation: same as XI, B, 1, a.

Resources: Game Sim-Series I.

2. Developmental objective: to recognize specific job skills and how they relate to occupational areas.

   a. Activity: have each student think about a hobby he/she has or has had. Ask each to write down the hobby i.e. building model boats, planes; reading, knitting, crocheting, pets, sports. Allow each person to bring to class if he/she desires, something that they've constructed or an item that represents their hobby. Have each student discuss what skills were needed to make this product and then have the rest of the class think of jobs that may be related. For example, caring for a pet may lead to a career as a veternarian, animal trainer, kennel owner, owner of a pet shop. (guidance activity; industrial arts class)

   Behavioral evaluation: each student will write three possible occupations each that might follow as a result of involvement in six hobbies.

   Preparation: explain to the students that specific skills that a person has are often related to particular occupations and that they will be involved in a unit to determine the relationship between certain skills and occupations.

   b. Activity: have students view the filmstrips--Foundations for Occupational Planning: What Do You Like To Do?, What Is a Job?, and What Are Job Families? for the purpose of encouraging students to pursue interests and hobbies as ways to enjoy him/herself while learning about his/her potential. Allow students to discuss the various job skills they viewed and how they related to the job families. (guidance activity; industrial arts class)

Behavioral evaluation: each student will be able to match with 80% accuracy the job skill with its occupation area.

Preparation: same as XI, B, 2, a.

Resources: filmstrip--Foundations For Occupational Planning: What Do You Like To Do?, What Is A Job?, and What Are Job Families?

C. Unit goal: to facilitate the awareness that the way an individual thinks and feels about his/her work affects one's success in it.

1. Developmental objective: to recognize the effects of job satisfaction.

a. Activity: have each student make a chart for him/herself listing:

ACTIVITY	LIKE/DISLIKE	PERFORMANCE

The teacher or counselor will read twenty-five activities-including such things as cooking, math, sports (ice skating, basketball), reading, dance, etc. Then next to each activity, have students put an L (like)or D (dislike), then next to that have them rate either by grade or G (good) or P (poor) how well they feel they perform this activity. At the end, have each student observe his/her finished chart to see whether or not they perform well in the activities they like and poorly or not as well in the activities they dislike. Allow them to discuss some of the activities to get different opinions so that students realize that some activities they don't like are liked and performed well by others. (guidance activity)

Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor (either orally or written), discuss what they believe the relationship between liking a job or activity and success at that activity to be.

Preparation: explain to the students that it is usually easier and more enjoyable to perform and be successful at a task that is liked and that most people are successful when they enjoy their job. Explain that they will be involved in a unit to determine some of the activities they enjoy and look at their success.

Resources: list of twenty-five activities in which these students might be involved.

b. Activity: have students view the filmstrip from Career Decisions: Finding, Getting, and Keeping a Job which illustrates job-related problems as well as demonstrates the relationship between what work a person chooses and what he/she values and enjoys. Have students discuss the many influences affecting job choice as well as the many influences affecting job success. (guidance activity)

Behavioral evaluation: each student will list five influences affecting job choice and five affecting job success.

Preparation: same as XI, C, 1, a.

Resources: filmstrip--Career Decisions: Finding, Getting, and Keeping a Job.

2. Developmental objective: to recognize the importance of having positive attitudes towards ones work.

a. Activity: have students view the five filmstrips in Career Values: What Really Matters to You. Filmstrips include, Introduction, Chance-Taking, Work Environment, Personal Commitment, and Time. After viewing the filmstrips, the teacher or counselor stimulates discussion concerning how these various elements influence an individual's attitude towards work and how positive attitudes relate to success.

Behavioral evaluation: have each student pick one of the above values and discuss briefly to the satisfaction of the teacher or counselor, the effect of positive attitudes on job success.

Preparation: ask students to think of examples of things they have done well i.e. playing a particular sport, sewing something, playing an instrument, etc. Ask them what attitudes were helpful in being successful. Explain that they will be involved in a unit to help them learn attitudes that are helpful in being successful in an occupation.

Resources: filmstrip--Career Values: What Really Matters To You.

b. Activity: have guest speakers from various occupations come to the class to speak about attitudes that are necessary for success in that occupation. Have student tape record the interviews and develop posters illustrating both positive and negative attitudes for each occupation. Display posters around the classroom. (guidance activity)

Behavioral evaluation: given an occupation of one of the guest speakers, each student will list and discuss, to the satisfaction of the teacher or counselor, three positive and three negative attitudes and how they relate to success or failure in that occupation.

Preparation: same as XI, C, 2, a.

Resources: guest speakers, tape recorder, art materials.

XI. NEED: CAREER ATTITUDES (10-12)

A. Unit goal: to facilitate the attitude that it is more personally and socially acceptable to desire to work than to desire not to work.

1. Developmental objective: to recognize reasons why people want to work.

a. Activity: have students in the class that are employed part-time discuss their reasons for working, directing the discussion toward the economic gains, personal satisfaction, acquiring job knowledge, and independence. Have students list on the board advantages of being employed and discuss how being employed full-time can increase these advantages. (guidance activity; economics class)

Behavioral evaluation: each student will list to the satisfaction of the teacher or counselor seven reasons why he/she would like to work.

Preparation: explain to the students that being employed has many advantages for the individual not only the economic aspects but also the acquisition of knowledge and skills for future employment.

Resources:

b. Activity: have students view the cassette and filmstrip Vocational Decisions which discusses the world of work and why people work. After the filmstrip, have the class discuss various points that they may not have made in their previous discussion on part-time employment. (guidance activity; psychology class)

Behavioral evaluation: students will list five reasons why he/she wants to work and rank them in order of personal importance.

Preparation: same as XI, A, 1, a.

Resources: filmstrip and cassette Vocational Decisions.

2. Developmental objective: to recognize reasons why it is of benefit to society for people to work.

   a. Activity: have each student state the job or career that he/she wants to pursue and then have the rest of the class state how that job directly or indirectly effects them. For example, if one student is interested in a career as an electrician, the rest of the class might state that an electrician enables them to cook, have heat and light, have hospital care, ride an elevator, etc. (guidance activity; social studies class; economics class)

   Behavioral evaluation: the teacher or counselor will state five occupations such as architect, food processor, chemist, chef, grocer, trash collector and the student will list, to the satisfaction of the teacher or counselor, three ways in which this occupation directly effects him/her.

   Preparation: explain to the students that every occupation is valuable and has an effect on society, and that they will be involved in a unit to find the value of some occupations.

   Resources:

   b. Activity: have the class take a field trip to a city's main business section, leaving early in the morning on a commuter train. The day can be spent visiting a bank, offices, stores, paying special attention to all occupations observed along the way from ticket agent to bank officials. The class may photograph various people at work and discuss the necessity of having each job performed in order for the city to function smoothly. (guidance activity; social studies class)

   Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, ten occupations observed if that occupation suddenly went out of existence.

Preparation: same as XI, A, 2, a.

Resources: cameras, chaperones, transportation.

B. Unit goal: to facilitate an awareness of the value of acquiring marketable skills.

1. Developmental objective: to recognize difficulties in obtaining a job due to the lack of specific job skills.

a. Activity: have a guest speaker from the local state employment agency come to the class to discuss with the students the necessity for having certain skills in order to obtain a job. Have the guest speaker discuss the skills, attitudes desired by employers and allow students to discuss their possible career choices and what skills they would need in order to get a job in that field. (guidance activity)

Behavioral evaluation: the student will be able to identify three reasons, to the satisfaction of the teacher or counselor, for obtaining marketable skills.

Preparation: explain to the students that each occupation involves certain skills and attitudes and often if a person does not have these skills, no matter how strongly he/she desires a job, he/she may not get it. Explain that they will be involved in a unit to learn some of the skills and attitudes desired by employers.

Resources: guest speaker.

b. Activity: have students divide into groups of three with each group role playing the situation in which one person is an employer looking for an employee to fill a vacant position. Instruct each of the two students to make him/herself as desireable as possible to the emplyer by demonstrating saleable attitudes and skills related to the available job. It will be the job of the employer to select the individual which he/she feels would do the best job. (guidance activity)

Behavioral evaluation: the teacher or counselor will rate each student-employer on the accuracy of his/her choice and will rate each perspective employee on how accurately he/she role played what are considered marketable skills and attitudes.

Preparation: same as XI, B, 1, a.

Resources: role playing.

2. Developmental objective: to recognize specific job skills and how they relate to occupational areas.

   a. Activity: have students view and listen to the filmstrip and cassette, Discovery in which 49 young people discuss the jobs they have and what abilities the job requires of them.

   Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, those skills required for the job in which she/he is interested.

   Preparation: explain to the students that each person has certain skills and that all occupations require specific skills if the job is to be done. It also is necessary for a person to recognize the skills demanded by the occupation in which he/she is interested. Explain that they will be involved in a unit to point out the skills necessary for a variety of different occupations.

   Resources: filmstrip and cassette Discovery.

   b. Activity: have each student take the Kuder Interest Inventory Form E and then score it. After the method of interpretation is explained, allow each tudent time to look into the Occupational Outlook Handbook to determine the skills, attitudes, and training necessary for their first two highest interest occupations. Allow each student a short one-to-one interview in which he/she relates the skills, training, and attitudes necessary and also if he/she feels that these are attributes which he she has or plans to have through training. (guidance activity)

Behavioral evaluation: teacher or counselor will rate the student on the accuracy of the information gathered from the Occupational Outlook Handbook as well as the student's own personal assessment.

Preparation: same as XI, B, 2, a. Instruct students on how to use the Occupational Outlook Handbook.

Resources: Kuder Interest Inventories Form E, Occupational Outlook Handbook.

C. Unit goal: to facilitate the development of attitudes in which the way a person thinks and feels about his/her occupation is related to his/her success in that occupation.

1. Developmental objective: to recognize the advantages of having positive feelings about one's occupation.

   a. Activity: have students in the Art Club, French Club, Basketball Team or Stage Crew discuss how they feel about this particular club or team, the work they do, the people they meet and the time they put into working for the club. Have them compare this to work they do for a particular class they don't like. (guidance activity; club activity)

   Behavioral evaluation: each student will be able to point out differences between doing something he/she enjoys and doing something that is demanded of him/her and in which there is little enjoyment. This will be done orally and to the satisfaction of the teacher, counselor, or club moderator.

   Preparation: explain to the students that when people enjoy what they are doing, they are more highly motivated, accomplish more and are happier in the situation. This is also true for a job so thatit is important for a person to have positive feelings toward his/her job in order to be successful.

Resources:

b. Activity: have students role play a situation in which each person selects a job and then for three minutes must brag about how wonderful their job is, what a great contribution they are making to society, etc. Have students select occupations that are related to hobbies they are pursuing so that the positive feelings are genuine. (guidance activity; economics class)

Behavioral evaluation: the teacher or counselor will rate each student on his/her three minute speech, assessing the content for realistic appraisal and good points made.

Preparation: same as XI. C, 1, a;

Resources: role playing.

2. Developmental objective: to be able to identify attitudes that hinder and facilitate job success.

a. Activity: have the students view the filmstrip, the ABC's of Getting and Keeping a Job and On the Job. After viewing the film, have students break up into small groups to discuss the films and to talk about attitudes that might be important to their own occupational choice. Then have students develop a list of attitudes that relate to specified jobs. (guidance activity; psychology class)

Behavioral evaluation: each student will list (either orally or written) four attitudes that are important to all occupations.

Preparation: explain to the students that attitudes such as pride in one's work, punctuality, cooperativeness, and commitment are important in all occupations. Explain that they will be involved in a unit to help them learn some of these attitudes.

Resources: the ABC's of Getting and Keeping a Job and On the Job.

b. Activity: have each student pick an occupation in which he/she is interested. The student then investigates that occupation and lists attitudes that would hinder different aspects of that job. Each student reads his/her list to the rest of the class and an award is given for the paper which represents the most and/or worst attitudes. (guidance activity; psychology class)

Behavioral evaluation: each student will list (either orally or written) four attitudes that hinder job success.

Preparation: same as XI, C, 2, a.

Resources:

XII. NEED: CAREER SKILLS (K-6)

A. Unit goal: to facilitate the development of educational and occupational skills essential for moving on to the next stage in one's vocational development.

1. Developmental objective: to be able to meet the criteria for at least half the developmental objectives for a career education program.

   a. Activity: refer to relevant activities for K-6 in SELF SKILLS (IV), EDUCATIONAL SKILLS (VIII), DECISION MAKING SKILLS (XVI), and ECONOMIC SKILLS (XX).

XII. NEED: CAREER SKILLS (7-9)

A. Unit goal: to facilitate an awareness of individual differences as they relate to the development of marketable skills.

1. Developmental objective: to recognize personal characteristics as they relate to occupational clusters in which the individual could develop marketable skills.

a. Activity: have students, through class demonstration and discussion, develop a chart of abilities that an individual might possess, i.e. physical ability, musical ability, clerical ability, persuasive ability, manual dexterity, etc. Have students with similar abilities form groups in order to research and discuss occupations and skills related to these abilities. Using a variety of sources such as the Occupational Outlook Handbook, the D.O.T., individuals working in the occupation, have students develop "Help Wanted" posters listing the marketable skills required for gaining entry into the occupation. Students then present their posters to the class and discuss the relationship of job skills and personal abilities. (guidance activity; social studies class)

Behavioral evaluation: each student will list and discuss, to the satisfaction of the teacher or counselor, job skills required for entry into his/her occupational choice and who how they relate to his/her own personal abilities.

Preparation: explain to the students that careers require different abilities and knowledge and that every person is an individual with different abilities, interests, and values. Explain that they will be involved in a unit to help them understand the relationship between required skills for a job and an individual's personal characteristics.

Resources: Occupational Outlook Handbook, D.O.T., art materials.

b. Activity: have each student draw his/her own "coat of arms" using symbols that illustrate personal abilities, interests and values. Have each student present his/her coat of arms to the class and discuss how these personal characteristics might relate to skills required for his/her occupational choice. Display drawings around the room. (guidance activity; art class)

Behavioral evaluation: same as XII, A, 1, a.

Preparation: discuss with students the tradition behind the use of coat of arms. Explain that they are illustrations of human qualities that represent individual and family traits.

Resources: examples of coat of arms, art materials.

2. Developmental objective: to be able to identify individual skills that have potential for marketability in the job market.

a. Activity: have each student survey job opportunities in the classified section of the local newspaper and pick an occupation in which he/she is interested. Each student then investigates the necessary education, training, and skill competencies required for entry into the occupation. Have the students pretend that they have met all the requirements and prepare a resume of their background and skills using a standard resume form. Each student presents his/her materials to the rest of the class. Resumes are then displayed around the classroom. (guidance activity; industrial arts class)

Behavioral evaluation: the teacher or counselor rates each student's resume as to the accuracy of training, education, and skills competencies.

Preparation: explain to the student's that in order to get a job, you must communicate your background and skill competencies to your desired employer. Explain that the resume and job interview are two methods of communicating this information.

Resources: standard resume form, occupational information resources, classified section of newspaper.

b. Activity: have an employment counselor visit the class to discuss the elements involved in going for a job interview. Areas to be covered should include: modes of dress, punctuality, basic interview questions, what to bring to the interview, questions to ask the interviewer, what not to say, etc. After the guest speaker has left, have students role play interview situations placing an emphasis on marketable skills that they possess. (guidance activity; language arts class)

Behavioral evaluation: each student will list (either orally or written) at least three strategies required for a successful job interview and personal skills which have marketability potential.

Preparation: same as XII, A, 2, a.

Resources: employment counselor.

B. Unit goal: to facilitate the development of basic entry skills for gainful employment in an area of occupational interest.

1. Developmental objective: to recognize the entry level skills required for his/her occupational interest area.

a. Activity: have each student take the Kuder Interest Inventory Form E to determine areas of interest. Group students together who have the same interests and allow them to listen to the cassettes from Exploring the World of Work. These cassettes correspond to the interest areas of the Kuder and discuss such occupational areas as: Clerical, Social Service, Mechanical, Computational, etc. Allow students to remain in these same groups to discuss the entry level skills required as discussed on the cassette. (guidance activity)

Behavioral evaluation: each student will list four entry level skills required for the occupational area which is of interest to him/her.

Preparation: explain to the students that every occupational area has certain entry level skills required. Explain that in order to be hired, a person must obtain these skills and that they will be involved in a unit to learn what some of these skills are.

Resources: Kuder Interest Inventories Form E for each student, cassettes Exploring the World of Work.

b. Activity: arrange for each student in the class to spend half a day with a person in the school doing a job that is of interest to the student. For instance arrange to have those students interested in health careers spend that part of the day with the school nurse, those interested in the construction trades with the shop teachers, those interested in secretarial or clerical work with the secretaries in the business office, those interested in mechanical work with the maintenance people, etc. Make sure students have questions which they can ask in order to determine entry level skills needed and how they obtained these skills. After students spend time with the school staff, encourage them to discuss what they learned about how these people obtained their jobs and skills. (guidance activity)

Behavioral evaluation: each student will list three entry level skills needed for entry into the occupation of the school staff member with whom they spent their morning.

Preparation: same as XII, B, 1, a.

Resources: school staff members.

2. Developmental objective: to develop an occupational competency regarded as essential for placement in the field of his/her choice.

   a. Activity: have students go to the area Vocational Technical School to one of the shops of his/her choice: Cosmetology, Graphic Arts, Commercial Art, Drafting, Food Preparation, Auto Body, Auto Mechanics, Masonry, Carpentry, Plumbing, Health Assistant, Data Processing, Electronics Technology, etc. Ask the shop instructors if some of the shop students will teach these visiting students some of the basic skills involved in that particular shop. (guidance activity; industrial arts class)

      Behavioral evaluation: each student will write a paragraph, to the satisfaction of the teacher or counselor, describing what skills he/she learned while at the Vocational Technical School.

      Preparation: explain to the students that in order to be hired for a particular job, it is essential to be able to perform certain skills in order to be considered competent. Explain that they will be involved in a unit to learn some of these skills.

      Resources: area Vocational Technical School.

   b. Activity: have students hold a "breakfast" for part of the school. Allow students to discuss what needs to be done in order to accomplish this task: Advertising, buying food, preparing the food, cashier, setting tables, preparing the menu, serving the food, clean-up, etc. Have students form committees to handle each area of the breakfast. After the breakfast is over, have students discuss what skills they learned and in what occupations these various skills could be utilized. (guidance activity; economics class)

      Behavioral evaluation: each student will list (either orally or written) to the satisfaction of the teacher or counselor, the skills he/she developed in the above activity.

Resources: food, food preparation equipment.

XII. NEED: CAREER SKILLS (10-12)

A. Unit goal: to facilitate an awareness of individual differences as they relate to the development of marketable skills.

1. Developmental objective: to recognize personal characteristics as they relate to occupational clusters in which the individual could develop marketable skills.

a. Activity: based on the student's interests, attitudes, and characteristics have him/her select an occupational cluster such as commerce, manufacturing, arts, social science which is appealing. Then have students with same occupational cluster group together to research either through D.O.T., Occupational Outlook Handbook, interviews, etc. the skills necessary. Have the group leader report the findings to the class. (guidance activity; social studies class)

Behavioral evaluation: each student will write six skills necessary in each of two occupational clusters.

Preparation: explain to the students that because of their individual differences, each person is attracted and capable of certain jobs which another might find uninteresting and that they will be involved in a unit to determine some of the skills necessary for the job that interests them.

Resources: D.O.T., Occupational Outlook Handbook.

b. Activity: have each student fill out a job application as they would if they had the necessary skills required for a job. Have them fill in the education they believe is required as well as making up previous related experience. Allow those students applying for work in the same cluster to trade applications in order to compare. (guidance activity; English class)

Preparation: same as XII, A, 1, a.

Resources: copies of job applications for entire class.

2. Developmental objective: to be able to identify individual skills that have potential for marketability in the job market.

   a. Activity: allow each student to have a copy of the results of his/her standardized tests such as the Differential Aptitude Test. Take time to interpret the scores thoroughly to the class so that each students sees and understands his/her test scores for each aptitude. Then using the occupational cluster skills information gathered in the previous activity, have each student reassess his/her career cluster to determine if he/she has the skills needed to succeed in that particular occupation. (guidance activity)

      Behavioral evaluation: each student will list five occupations to which he/she might aspire based on the results of the student's interpretation of the aptitude test.

      Preparation: explain to the students that because of their individual differences, each person is capable of certain jobs for which another might not have the aptitudes and that they will be involved in a unit to determine some of the skills and aptitudes they possess and to which jobs these are related.

      Resources: results of each student's standardized aptitude test.

   b. Activity: based on the above gathered results, have each student select and identify two of the careers for which he/she has the associated aptitudes. Then, the student next to him/her should identify the procedure that should be followed in order to prepare for this career, such as two years at a training or tech school, four years of college, law school, high school graduation, etc. Also discuss majors and courses of study. The original student should react to this "I had planned on training one year not two" or "I think that is changed now," etc. Then find information concerning job outlook. (guidance activity)

Behavioral evaluation: each student will list preparatory procedures for his/her own career and for at least one other student's in the class.

Preparation: same as XII, A, 2, a.

Resources: Occupational Outlook Handbook, D.O.T., interview.

B. Unit goal: the student will develop basic entry level skills for gainful employment in an area of occupational interest.

1. Developmental objective: to recognize entry level skills required for his/her occupational choice.

   a. Activity: have each student set up an appointment with a person involved at the entry level in the career in which the student is interested and potentially capable. Have each student observe closely the entry level skills that the workers possess and also design interview questions that will gather information concerning those skills. Allow each student to present his/her results to the class for discussion and comparison. (guidance activity; social studies class)

   Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, five entry level skills needed for his/her occupational choice.

   Preparation: explain to the students that every occupation requires certain skills for entry and that they will be involved in a unit to determine these entry level skills and how they came to their present capabilities.

   Resources: interview questionnaire.

b. Activity: have students view and listen to the filmstrip and cassette, Discovery in which 49 young people discuss the jobs they have and the entry level skills necessary to obtain the job. Have students compare the remarks of these young people to the comments made by those individuals interviewed for the previous activity. (guidance activity; social studies class)

Behavioral evaluation: each student will meet in an interview with the counselor and discuss satisfactorily the entry level skills needed for entry into the career of his/her choice.

Preparation: same as XII, B, 1, a.

Resources: filmstrip and cassette, Discovery.

2. Developmental objective: to develop an occupational competency regarded as essential for placement in the field of his/her choice.

a. Activity: have each student develop a competency for his/her occupational choice. For example, have a student interested in one of the health related fields research and become competent in First Aid and present his/hers to the class, or have a student interested in carpentry build joints or something that would represent his/her level of competence. (guidance activity)

Behavioral evaluation: the teacher or counselor will rate the presentation or finished product of each student to determine the student's level of competency.

Preparation: explain to the students that in order to gain entry into an occupation you must have certain competencies in order to perform certain job tasks and that they will be involved in a unit to aid them in developing their skills and in turn get a job.

Resources:

b. Activity: have students simulate the interview situation in which the student tries to sell him/herself in the occupation of his/her choice. The students emphasize their personal qualities and job competencies and skills which relate to successful performance in that particular field. The students should try to develop confidence and should be as persuasive as possible in presenting himself/herself to the interviewer. (English class; guidance activity; economics class; social studies class)

Behavioral evaluation: each student performs to the satisfaction of the teacher or counselor, the simulated job interview.

Preparation: same as XII, B, 2, a.

Resources:

XIII. NEED: DECISION MAKING VOCABULARY (K-3)

A. Unit goal: to introduce the vocabulary necessary to identify and state personal interests and goals in the decision making process.

1. Developmental objective: to recognize and state personal interests as they are related to decisions.

a. Activity: show class several pictures of children engaged in various activities. Ask for volunteers to suggest the "interest" that the person in the picture might have by saying "This person is interested in, or likes to do __________". E.g. hold up a picture of girl riding a bicycle, saying, "Nancy might like to ____ (ride bicycle, visit her friends on her bike, etc.) Do you like to ride a bicycle? How often would you like to ride your bike? When do you like to ride it?"

Behavioral evaluation: each pupil will state his/her favorite activity, or interest, by completing the following sentence: "I like to __________ better than anything else. I like to (activity) (how many) days a week. "

Preparation: discuss meaning of word interests as things we like to do. We say then that we are interested in, or like to do a thing. If you like to play ball, that is an interest, or you are interested in playing ball. If you like to play with puzzles, then that is another interest. Riding a bike, reading a book, painting a picture, are all interests if you enjoy doing them. Let's all try to think of the one thing we enjoy doing more than anything else. Now, since you enjoy doing this, how many days during the week would you like to do it? Two days? Everyday? Do you like to do it alone or do you do it with a friend? Does your sister or brother also like doing it.

Resources: newspapers and magazines.

b. Activity: have students cut out pictures from magazines of people engaged in activities that they also enjoy doing e.g. swimming, jumping rope, cooking, reading, playing with toys. Each student pastes his/her pictures on a piece of paper and has a chance to compare his/her collage with that of a friend. Students take turns sharing their collage with the class, explaining what the interests are, when they do them, with whom they do them, how they learned to do them.

Behavioral evaluation: each student will state two things, or activities that he/she likes to do very much. E.g. "I like to ______ and _________ very much. Each student is able to state whether or not this is an activity he/she enjoys doing alone or with someone else and when he/she usually does it (often, everyday, after school, on weekends).

Preparation: introduce word "interests" explaining that when you like to do something and you enjoy doing it often, then that is an interest. Different people have different interests. Call on two students to state something they like to do and ask everyone in the class who also enjoys doing these two things to raise his/her hand. Ask how often those students like to do it and how they became interested in doing it.

Resources: magazines, art materials.

c. Activity: after viewing and discussing the activities which the people in the pictures on the poster are engaged in and adding any special interests which have been left out, give each student a chance to complete the following:

If I could do anything I wanted to do, I would ______________.

If I could be anybody I wanted to be I would be ____________.

If I could go anywhere I wanted to go, I would go __________.

Behavioral evaluation: each student will state one activity which he/she has never done but would like to learn to do.

Preparation: prepare a poster of pictures of people engaged in numerous activities (playing, building, swimming, running, skiing, painting, driving a truck, operating, riding a horse, etc.). Class discusses these activities, who can do them, who would like to be able to do them, what you need in order to do them i.e. tools, equipment, money, instruments, or machines.

Resources:

2. Developmental objective: to recognize the relationship between the stating of interests and the identification of goal related activities within the decision making process.

   a. Activity: discuss the activity of decorating the classroom. Why are we interested in decorating it? It looks better, it's easier to work in, decorative charts, pictures or graphs may also be learning tools, etc. Ask each student to decide on one way in which he/she would be interested in making the room more attractive. Each suggestion can be placed on the class progress chart in front of the room. Five or six pupils can make their contributions daily with the projected outcome being the completion of the decorating job by Friday. Tasks can include initial cleaning or straightening, putting up murals or photographs, maps, graphs, thermometer, barometer, etc. After each student has completed his/her task, he/she places an X next to his/her name and task on the chart.

   Behavioral evaluation: given orally ten objectives e.g. to keep a clean room, to become a scout, to help mother or father, to learn to ride a bike or to play a game, each student will state the three goals which he/she is interested in achieving in school or at home and identify, to the satisfaction of the teacher or counselor what it is that he/she likes about these goals.

E.g. I want to become a girl scout because they go camping and I like to camp.

Preparation: discuss the phrase short-term goal with the students as it is related to finishing something we like to do, giving examples such as: the finish line in a race, completing a picture for your mother, helping to clean your room at home, finishing coloring all the pictures in a coloring book, completing a puzzle. Emphasize the fact that we try to do things because we like to do them, we want to do them and we are interested in doing them. Ask for examples of short-term goals and the interests which they are based on.

Resources: art materials.

b. Activity: each student collects pictures from magazines in the room and at home of people involved in activities. These pictures are to be put into a personal scrap book at school. Each student has a turn sharing their pictures with the rest of the class. The class finishes the following sentence orally after each person has shown his/her picture.

"This person is trying to ____________because he/she likes to ____________".

e.g. picture of child trying to build a toy boat.

picture of person playing with a dog.

"This girl is trying to build a toy boat because she likes boats or she wants to give it to someone as a gift".

"This man is trying to teach his dog tricks because he likes his dog or because he likes dogs, or he enjoys working with his dog".

Behavioral evaluation: when shown a picture of a person engaged in an activity, each student will state what he/she thinks that person's object is and what the person might like to do in order to achieve it.

E.g. picture of a boy playing with a cat. It looks like:

(1) He is trying to teach the cat some tricks (objective)

(2) He is trying to give the cat a bath (objective)

(3) He is interested in cats (interest)

Preparation: discuss with the class what a goal or an objective is, stating that it is something we are trying to do or finish or complete. We usually have goals to finish things we are interested in doing. Ask students to tell what he/she likes to do.

E.g. "I like to play on the swings"

Give an example of an objective based upon that interest.

Then your goal might be "to swing back and forth three times on the swing without stopping" or "to swing higher and faster than a friend".

Resources: magazines.

c. Activity: divide students into five groups. The objective is for each group to draw a complete group picture, which includes a person, a tree, a dog, the sky, a bird, a flower. Each person in the group chooses the one thing he/she would most like to draw, that he/she is most interested in drawing. After each group completes their picture, the entire class discusses the different pictures, who drew what and why (more than one student may draw the same object or a student may draw another object not listed on the original list.

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor why he/she drew the part of the group picture that he/she did draw. ("I like dogs". "I like blue and the sky is blue".)

Preparation: discuss the meaning of objective or short term goal as a completed task that you worked on by yourself or with other people. You choose your goal because you are interested in it, you like to do it. Today we are going to complete a class goal of drawing five group pictures that have the same things in them, but each one will be a little different because a different group drew it.

Resources: art materials.

3. Developmental objective: to recognize goals as an important and planned part of the decision making process.

   a. **Activity:** show pictures of children engaged in activities which have end results. E.g. girl putting a puzzle together, boy painting a picture, boy baking a cake. After showing each picture to class, ask "What is this person trying to do or to finish?"

      (put the puzzle together)

      "how can he/she do it?"

      (by putting all the right pieces where they belong)

      Behavioral evaluation: each student will state one goal he/she has at home or outside of school and one activity he/she would have to do to help reach that goal.

      e.g. I want to learn how to ride a bike. I would have to practice every day or I will have to get help from my older sister.

      I want to beat my brother in checkers. I would have to learn how to play checkers first.

Preparation: discuss meaning of goal as something we work toward, finish, try to complete. Give examples such as getting to the finish line in a race or winning a game of checkers or learning how to ice skate or teaching your dog how to beg. Ask class for other examples of goals. What would happen if there were no finish lines in races? Emphasize that sometimes it is easy and sometimes it is difficult to reach your goal.

E.g. "In order for Bob to win a race, what must he do?"
"He should like to run and he must run very fast"
"He must practice running".

Resources:

b. Activity: give each pupil four items or tools (scissors, paint brush, tape, piece of paper). Instruct pupils to pick up the one tool that they would use to reach the objective that they are told about. Ask a student how he/she would use it.

e.g. In order to paint a picture, what would you use?
(students hold up a paint brush)
What is the first thing you do with it?
(first the brush should be clean and then you put the color paint on it that you want)

e.g. I'm trying to put my picture on the wall so that everyone can see it. What should I use and what is the first thing I should do with it?
(students hold up the tape and one volunteers that first she should cut small pieces of the tape and then put them on the corners of the picture, then put the picture on the wall.

Behavioral evaluation: each student will state one objective that he/she would like to meet in the class room that day and one activity that should be done to reach this short term goal.

E.g. I would like to finish reading my book. I have to read five pages, so I should start right now and try to read one page in the next 5 minutes.

I would like to finish drawing my picture. I will have to correct this mistake first and draw something over it that I like.

Preparation: same as XIII, A, 3, a; emphasize that goal achievement does not happen by itself, that we must make it happen and that we must meet many short term objectives first, before we can meet our goal. If your goal is to ride a bicycle, what is one thing you may have to do to complete the goal? (have your father help you, practice with training wheels, watch other people riding their bikes, etc.)

Resources: tools for students.

B. Unit goal: to introduce the vocabulary necessary for personal choice making as this involves information processing and alternatives.

1. Developmental objective: to learn about the use of information in making a decision.

a. Activity: read aloud unfinished sentences which the students take turns completing. The first sentence gives situational information, the second must be finished based upon the information in the first. (see preparation for example)

Behavioral evaluation: each student will finish orally a sentence involving a decision, by using the information given to him/her and to state why he/she finished the sentence the way he/she did (optional)

E.g. (given orally) It is going to snow tomorrow, so I must dress (how) when I walk to school because if it snows it will be cold.

Preparation: first, discuss "information". Information is something we know about a person or about a thing. If I know that my ball is red, that is information. I have information about the color of my ball. If my friend's eyes are brown, thatis information about the color of my friend's eyes. If my sister is six years old that is information about her age. Who can give another example of information?

Then make a list of situation, the first sentence gives information, the second sentence must be completed based on the first. There are no right or wrong answers.

E.g. 1) It is raining very hard and I have a cold. Therefore I must wear my (raincoat, hat, boots, umbrella) when I walk to school.

2) My little sister is sleeping in her bed. I will be (quiet) when I walk by her room.

3) My brother likes toy planes, but he does not have one. I have two planes, so I will (share mine, give him one, etc.)

4) There are many cars which go down our street. Before I cross the street, I must (look both ways, make sure there are no cars).

5) My bicycle is broken. Before I ride it, I should try to fix it, get it fixed.)

Resources:

b. Activity: students listen to first half of taped situational decision making story (see preparation). They then discuss with the teacher or counselor, the decision which Mary must make in the story. What information do we have about Mary and her decision? (Mary likes to play softball) What should Mary do? (play softball with Sandy or roller skate with Diane) After the class volunteers several answers to these questions, take a vote to make a class decision. They then listen to the conclusion of the story to see what Mary does do and how this compares with their choice of a solution. Repeat with tape about Bill and George's decision.

Behavioral evaluation: after listening to the first half of a taped story, which involves the making of a decision, each student will make one accurate statement about the main character in the story and state his/her own choice for a plan of action or what he/she would do if this happened to them. (see preparation for sample story)

Preparation: discuss definition of information as something we know about something or somebody that helps us make a choice between two things. If your mother said to you "would you rather have liver or hotdogs for dinner", you would have to make a choice between liver or hotdogs. This should be easy for you because you should know which one you like the best. To you hotdogs may taste better. To your sister, liver may taste better, so she might choose liver. With the help of 4-6 students, the teacher or counselor makes a tape recording of three short stories involving decisions which must be made by the students who are role playing the two main characters. (Two tapes are to be used for class activities, one for the evaluation).

A Sample Story:

Mary and Becky are talking as they are walking to school. Mary is telling Becky about her "problem". Her friend Sandy has asked her to play softball with him after school and to be on his team. Mary loves softball and she knows that she is very good at playing it. Her friend Diana has asked her to go roller skating also after school today. Mary does not like to roller skate and she knows that she cannot do it very well. What should she do?

Resources: role playing, tape recorder.

c. Activity: read aloud several sets of three sentences each, two of which relate to one another while the other does not. Then have students choose the two which "go together" and repeat them orally The students then answer the decision making question which follows the information based upon that information.

Behavioral evaluation: when presented with three sentences orally, each student will identify the one that gives irrelevant information and does not help make the decision. Each student will answer the question based on the information given in the two sentences which go together.

E.g. Joan likes to play jump rope.
Joan got a jump rope for her birthday.
The cat is black. (does not fit)
Question: What could Joan do?
Possible answers: Joan could play jump rope because she likes it and she has a jump rope.

Preparation: prepare a list of several groupings of sentences to read to the class. Tell the class that they are to choose the two sentences that go together and give useful information. Then they should answer the question that is asked. There is one sentence that does not help answer the question and gives information that is not needed.

E.g. Bill likes to ride a bicycle.

The dog is sleeping.

Bill and Jack like to ride their bikes together.

Question: What should Bill do?

Possible answer: Bill should ride his bike, because he likes to do it. Bill should ride with Jack.

Resources:

2. Developmental objective: to learn to identify alternatives in the decision making process.

a. Activity: show pictures of children engaged in decision making activities and tell a story for each picture, asking students for alternative suggestions about what the person could do.

E.g. Picture of woman falling down the steps, dropping groceries with a girl watching.

What should Nancy do to help the woman?

She could pick up the groceries. She could go for help. She could help the woman get up.

E.g. Picture of boy lost on the street. Jack is lost and he is far from home. What could he do to get home?

Ask a policeperson for help. Ask anybody for help. Try to find his way home.

Behavioral evaluation: after being told a hypothetical story about a child involved in a decision making situation, each student will offer at least two alternative plans of action.

E.g. Ellen's ball went into the street. What should she do?

She could ask someone on the other side to get it. She could wait until there are no cars and then she could cross the street to get it.

Preparation: discuss the meaning of alternatives as two or three or four things we can choose from. If you have three pairs of socks, one red, one white, one blue, you have three alternative choices to choose from everytime you have to wear socks. You could wear the red ones, or you could wear the white ones, or you could wear the blue ones. All three pair are clean and ready to put on. You must choose one, only because you cannot put on all three at one time.

Resources:

b. Activity: show pictures to class of children involved in decision making situation and relate a short story about the child.

E.g. Seth goes home after school and his mother says he may play outside for a half hour before it is time to come in for dinner. If you were Seth, what would you do during this time?

Class divides into small groups to answer this question by means of pantomime. Each group is to give three alternative choices of what the character in the story could do, while the rest of the class tries to guess what the choices are.

Behavioral evaluation: when shown a picture of a child engaged in a decision making situation and after being told a short story about the situation, each student will state two different things he/she would do if he/she were in the same situation.

Preparation: Lisbeth has a free period in class today. If you were Lisbeth what are some of the things you would do? Name at least two. Possible answers might include: paint, draw, look at a book.

Resources: pantomiming.

XIII.NEED: DECISION MAKING VOCABULARY (4-6)

A. Unit goal: to broaden the vocabulary necessary to identify personal interests, values, and goals as part of the decision making process.

1. Developmental objective: to identify and state interests as part of the decision making process.

a. Activity: after a discussion of the activities which are performed every day in the school by adults and students, students are divided into five groups. Each group decides on a role they would like to portray before the rest of the class e.g. gym teacher, principal, art teacher, janitor, nurse, counselor, student. Each pupil in the group chooses an activity which that person does, to act out for their classmates. As the various activities are being pantomimed, the rest of the class attempts to guess the activities and the role. Ask: What is each person in this group doing? Who are they pretending to be? Would you like to be this person and do what he/she does?

Behavioral evaluation: from the above roles portrayed in class, the student will state which one he/she would like best and give, to the satisfaction of the teacher or counselor, four reasons why.

Preparation: have pictures of various people performing functions within the school displayed on the board as stimulants for the discussion of what important activities are performed by whom in the school. Each student is asked to think about whether or not he/she would like to do what is being done in the pictures.

E.g. picture of nurse taking student's temperature
picture of janitor fixing furnace in school basement
picture of art teacher showing student how to use finger paints

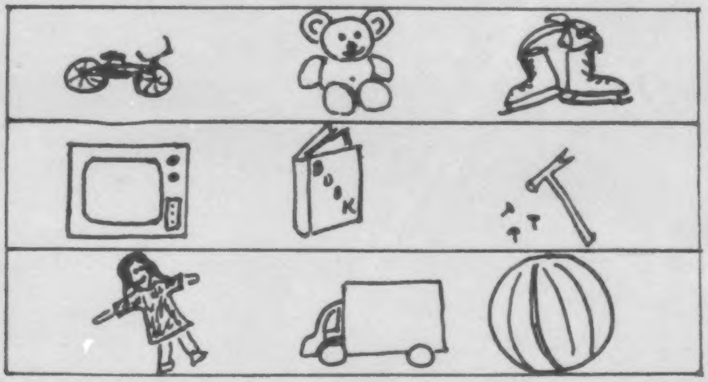
Resources: role playing.

b. Activity: students color the one picture out of ten groups of three pictures on their dittoed sheets which they "like the best" and which is most interesting to them. Students can verbalize about why they like what is in the picture, who else they know that likes what is in the picture, etc.

Behavioral evaluation: when given a second dittoed sheet (similar to the one used in activity b.) each student will put an X through the one out of three objects in each group of three which he/she likes best of is most interested in using.

Preparation: prepare two different dittoed sheets for each student with ten groups of three pictures of objects. Discuss "likes" and "dislikes". Things that are important and interesting are called interests and favorites.

E.g.



Resources: ditto materials.

2. Developmental objective: to recognize the relationship between interests and values as part of the decision making process.

a. Activity: the students collect magazine pictures of people "doing things" inside of and outside of school. The class discusses the importance of all of the activities in the pictures and then together decides by raising of hands which ten activities they think help the school run most efficiently, and why (rank order on the board. Ask students to state whether or not they would like to do what the person is doing in the picture.

E.g. picture of female postal worker
picture of janitor in boiler room
picture of nurse giving eye exam to student

Behavioral evaluation: given these words orally: painting, working with clay, reading, writing, singing, playing, watching TV, eating, sleeping, the students will state to the satisfaction of the teacher or counselor, which three activities they do every day that they think are most important to them and that they like the best and why.

Preparation: discuss how different things are important to different people. Suggest that we value something we like or is important to us. Ask for suggestions of things that are important to students, giving examples:

Playing kickball is important to me and I like to do it.

Going shopping is not as important to me as playing kickball, and I don't like to do it as much as I like to play.

Resources: newspapers and magazines.

b. Activity: each student brings to class one or two objects that are important to him/her (bring and brag) and each student takes a turn explaining to the rest of the class where it came from, who made it, what it is good for, why it is important to him/her, if it is important to someone else in their family also, why and how they became interested in it.

Behavioral evaluation: the student will state orally something or someone who is important to him/her and why this is so. Each student then is to state the activity which is related to this valued object or person that he/she is interested in doing.

E.g. My brother is important to me. We like to play touch football together.

My doll is important to me. I like to play house with it every day.

These seashells are important to me. I like to collect them on the beach in the summer when my family has a vacation.

Preparation: discuss with the class the difference between important and not as important, like and dislike, giving examples such as toys, food, rocks. Emphasize degrees of importance and how this is probably different for different people. Ask a student to give an example of something that is important to him/her and what he/she likes to do with that object.

E.g. Money is very important to me. I am interested in buying presents with it.

Resources:

c. Activity: after a discussion of the activities people do outside of school, the students make a class collage of the fifteen jobs which they think are the most important jobs people do outside of the school e.g. mother, father, policeman or woman, fireperson, truckdriver, airplane pilot, mailperson, minister, rabbi, bus driver. Each student is able to state why these jobs represented, are important to him/her.

Behavioral evaluation: each student will state orally three important job functions performed by people outside of the school and give to the satisfaction of the teacher or counselor, two reasons why he/she would/would not enjoy doing each.

Preparation: prepare a bulletin board display of pictures of jobs being performed outside of the school and discuss the pictures with the students, emphasizing what is being done, who is doing it, and why it is being done. Ask who also would like to do what the person in the picture is doing.

Resources: art materials.

3. Developmental objective: to recognize and state goals as part of the decision making process.

a. Activity: a list of 25 in-class goals on a chart is posted on the bulletin board. Each goal has a related picture pasted next to it for ease of identification.

E.g. Goal: to finish reading my book (picture of book next to the goal)

Goal: to paint two pictures (picture of paint brush or easel)

Each student will choose one of the goals and place his/her name next to it on the chart. Everyday, chart the accomplishments each student has made in working toward that goal. The goal is to be completed by the end of the week.

E.g. Goal: to finish reading my book.

Monday: read two pages
Tuesday: read three pages aloud to class
Wednesday: did not read
Thursday: read one page to friend
Friday: read last page, finished book

Behavioral evaluation: each student will state a goal which he/she would like to accomplish in class the following week and give one activity that he/she would like to do, to work toward that goal. (Goals should be different than those used in activity above)

E.g. I would like to help to keep the classroom looking better.

Everyday I will put away the books we use.

Preparation: discuss meaning of goal as something which we work very hard to finish or complete. To read a book in one week is a goal. To learn to play the guitar is a goal. To finish putting together a jigsaw puzzle is a goal. As for suggestions of other goals, distinguishing between goals we have in school and goals we have outside of school.

b. Activity: divide class into five groups for simulation. Each group is to choose goal to portray to the class. It must be a goal that one would have outside of school. For example: learning how to ride a scooter, learning how to roller skate, learning how to bake a cake, and finishing a finger painting. As each group portrays their goal directed activity, the rest of the class is to guess what activity they are doing and what the goal or object involved might be.

E.g. This group is cooking. Their goal could be to bake a cake.
This group is playing baseball. Their goal might be to win a game.

Behavioral evaluation: each pupil will state one goal which he/she would like to work on outside of school and state three sequential activities he/she would have to do to accomplish that goal.

E.g. I would like to build a birdhouse.
I would have to find some wood.
I would have to get a hammer.
I would start nailing pieces together.
I would like to teach my dog to roll over.
I will have to work with my dog every day.
I will have to coax him with food.
I will have to show him how to roll over.

Preparation: same as XIII, A, 3, a; Give examples of goals in our daily life: "if you are building a ship model at home your goal would be to finish the model. Or possibly someone else has the goal of helping their mother or father do something around the house everyday. Another goal might be to try to help your younger sister learn to ride a bike. Or possibly you and your brother are trying to learn how to ice skate. Both of you would then have the same goal. Show pictures from magazines of people involved in goal related behavior: man fishing, girls playing softball, boy cooking something.

Resources: role playing, newspapers, magazines.

B. Unit goal: to apply the vocabulary of exploration to decision making, including information-processing and alternative choices.

1. Developmental objective: to recognize the role of information in decision making based upon interests.

a. Activity: display a picture of a certain type of person who is performing some function. Class volunteers all the information about that person that they can give. Then they are to decide individually if they would like to do what the person in the picture is doing.

E.g. A picture of a policewoman giving directions to a driver. Guide the class in giving pertinent information about the person and what she is doing.

She is a policewoman

She is helping someone

She is smiling

She is wearing a blue uniform

Then ask all those who would like to do what she is doing to raise their hands and explain why they would like to do it also.

Behavioral evaluation: when shown a picture of a person doing something, each student will make, to the satisfaction of the teacher or counselor, three descriptive statements based on accurate information (which he/she can see). Then he/she will decide whether or not he/she would like to do what the person in the picture is doing. E.g. When shown a picture of a man driving a truck, the student might say: "The man is driving a truck to the city to pick something up. I would not like to drive a truck like that."

Preparation: collect large photos from magazines of people doing various important tasks with which the students would be familiar and paste them on the individual posters (one to a poster) to display in front of the room. Introduce the activity by discussing "information" and its use in making a decision about something or someone.

E.g. picture of a construction worker
information-he builds buildings or he works with tools.
picture of a woman doctor
information-she works in a hospital or she works with sick people.

Resources: newspapers, magazines.

b. Activity: introduce activity by saying that now that we know how to give information about someone or something, we can see, let's try to give information about something we can't see. Divide class into five groups and each student has a chance to put his/her hand into the teacher made box to touch any one of the hidden objects and then to make an oral statement to the class about it: It is hard, it is rough, it is cold, it is round and long, etc.
Each group tries to be the first to name all five of the objects in the box and to tell who might use the objects and to say whether or

not they would like to use the tool or utensil also.

E.g. A paintbrush

An artist or a house painter might use it

We would like to use it also, we have used it

Behavioral evaluation: when shown an object such as a tool or utensil (chalk, pencil, harmonica, rope, crayons, etc.), each student will make two accurate information giving statements about it, stating its size, shape, length, width, etc. and stating who might use it, what it is used for, and whether or not he/she would like to use it.

E.g. object: rope

information: it is round and rough, it is long, it is brown.

Any person could use this to tie something up.

I would like to use the rope to tie boxes together.

Preparation: discuss meaning of information as facts, or statements about a person or a thing. If we say that a dentist repairs our teeth, that is information about the dentist. If we say that teeth are usually white, that is information about teeth. We try to be as truthful as we can be when we give information. We state what we see or smell or touch. Information usually helps us decide if we like something. We really cannot decide without truthful information. If we know that the dentist is going to help us keep our teeth clean and healthy, we might like him. Then hold up pictures of people engaged in activities and ask students to volunteer information about the person or the activity and then state whether or not he/she would like to do what the person is doing.

E.g. A picture of a shoe salesclerk

information: she has to help people put on shoes every day.

I would like to sell shoes because I like to help people. Create a box with a small opening in it, large enough for a child's hand to fit through. Inside are five different utensils or tools: paint brush, screwdriver, pencil, hammer, wooden spoon. Resources: box, tools and utensils.

2. Developmental objective: to verbalize about alternative choices within the interest-based decision making process.

   a. Activity: each student is asked the three activities that he/she would like to do best if given a free period in school (from the following);

1) play with clay	5) talk to a friend
2) finger-paint	6) look at a filmstrip
3) look at a book	7) help the teacher
4) look out the window	8) play a word game

The student then states the one activity from the three which he/she would like the best, more than the other two and give three reasons why. For example: I would like to talk to a friend or look at a book or play with clay. I would like to play with clay best because I could make something to take home with me. I like to do things with my hands and I would like to try to make a dog.

Behavioral evaluation: after being shown ten pictures from magazines of children doing school activities, i.e. reading a book, cutting out pictures, playing with clay, each student will state the two which he/she likes the best and the one which is his/her favorite and give to the satisfaction of the teacher or counselor, one reason why.

Preparation: discuss making a choice from several possibilities, i.e. choosing one thing to do from many things to do, either because it is the most fun for you or even because someone asked you to do it. We usually have reasons for choosing one thing over another and the several things we choose from are our alternative choices. Give an example: after school, if you could play with a puzzle, play ball with your friend, or watch TV, which would you do? and why?

Resources: newspaper and magazines.

b. Activity: after listening to a short story about a person and what he/she can do, likes to do, and does best, the students are asked to complete the following sentence about the person:

(Name of character) might be a ______________ or a ____________ if he/she wants to when he/she gets bigger.

E.g. (story read orally or taped) Patty likes to paint pictures. She paints very interesting pictures for her friends. She likes to work with paints and a brush.

(Patty)_________ might be an __artist______ or an ___art________ teacher____ when she gets bigger, if she wants to.

E.g. George enjoys growing plants. He plants the seeds and then a plant grows from the seed. All of his plants are very green and shiny. He knows how to feed and water them and how much light each one must have.

___George_______ might be a___gardener, or a ___farmer, or a __florist if he wants to when he gets bigger.

(These stories should be based upon the preparation pictures which have been shown to the pupils)

Behavioral evaluation: after being given the following occupational titles orally: farmer, doctor, truckdriver, father, mother, teacher, etc. and after viewing a picture of a person performing one of these functions associated with each, the student will state to the satisfaction of the teacher or counselor, which two titles best fit the picture and why. For example, a picture of a man holding a child: he could be a father becuase he is holding a child or he could be a teacher because he looks as if he likes children.

Preparation: have ten pictures of people performing certain tasks and job functions. Each activity shown is related to at least one other activity by the skills and interests necessary to perform the task:

Sample pictures - father   male farmer   female athlete
teacher   florist   coach
male car mechanic   female vet   art teacher
truckdriver   horsewoman   artist painting

(the pictures should avoid sex-role stereotyping)

Hold these up one at a time and discuss what the person in the picture is doing and what they must be good at doing in order to have the job he/she has or what he/she probably likes to do. Sample picture: Male florist likes growing flowers, knows about soil, water, light, food, water. Then create five stories around the pictures shown and discussed. The stories are about youngsters who have the same or similar interests or abilities to perform at least two of the job functions which are depicted in the pictures. (These stories are for the activity)

Resources: magazines.

XIII. NEED: DECISION MAKING VOCABULARY (7-9)

A. Unit goal: to apply the vocabulary of interests, abilities, values, and goals to the career decision making process.

1. Developmental objective: to verbalize about the relationship between interests and abilities in the decision making process.

a. Activity: the students choose one newspaper or magazine article about a person (adult or child) who has the same interests and/or ability that the student has e.g. football, dancing, painting. The class divides into discussion groups of five students each to compare, contrast, and discuss their interests and abilities. Students verbalize about their special interests, distinguishing between their ability to do something and their interest in doing it, how they became interested in it and what present or future decision may be made based upon it.

E.g I may decide to join the dance club next semester because I love to dance (decision based on interest)

(English class; social studies class)

Behavioral evaluation: each student will state one present and one past decision which he/she has made based upon an interest and on an ability. Possible answers might include:

I am going to try out for the softball team next year because I really like softball and I can play it very well. (decision based on interest and ability)

I am going to take a music class next semester because I want to learn how to play the guitar. (decision based on interest to discover a possible ability)

Preparation: distinguish between interest and ability. Interest is an activity you do because you are interested in doing it or you like to do it and an ability is something you do well. Usually they overlap and you like to do things because you do them well. Discuss newspaper and magazine articles (or short stories from the text) about young people and their interests and abilities - hobbies, part time jobs, volunteer work, etc. Discuss the influence of interests and abilities upon our decsions and how one pursues them in and out of school. Ask for suggestions from students of activities which they do well but are not interested in doing often and for example of activities they do well and are interested in doing.

Resources: magazines.

b. Activity: have the class select ten favorite interests which require a special ability which people have in and out of school i.e. sewing clothes, playing a musical instrument, playing softball, playing checkers or chess, knitting, etc. Ask for volunteers who know individuals with these interests (parents, fellow students, professionals) to invite the people to class as guest speakers. Class prepares questions to ask (interview) the speakers about their interests.

How did you get interested in ______________?

What made you decide to _____________?

Do you do this better than anything else?

Do you do __________for a living or for fun?

Speakers should be prepared to demonstrate their interests if possible. Invite guests if students are unable to. (English class; speech class; social studies class)

Behavioral evaluation: each student will state one favorite personal interest in which he/she also does well and will state to the satisfaction of the teacher or counselor, how he/she became interested in it.

Preparation: bring in articles about various individuals who do unusual things for hobbies or jobs.

E.g. youngster who builds model airplanes
youngster who plays chess
youngster who plays the drums

Class volunteers some of their favorite interests in and out of school. Discuss and emphasize how one usually is interested in doing the things that he/she does well, how it is necessary to try out many different activities to find the ones that you can do well and that you like to do etc.

Resources: magazines.

2. Developmental objective: to use the vocabulary of values within the decision making process.

   a. Activity: give each student the same list of ten people, ten objects, and ten activities which each student is to rank order individually according to personal importance. Class discussion about differences in ranking ensues. Each student is able to defend his/her own ranking.

   E.g. People -mother, father, sister, brother, aunt, uncle, teacher, grandmother, principal, friend.

   Objects - school, toys, books, clothes, home, church, or temple, TV, tools, musical instrument.

   Activities - riding a bicycle, watching your baby sister, playing on the playground, swimming in a race, helping the teacher, painting a picture, playing softball, cooking food, fixing something that is broken. (English class; social studies class)

   Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, the first three people, objects, and activities as he/she did and will state a possible decision involving the number one in each group of ten. For example:

Person: Mother - I decided to try to help my mother at least once a day.

Objects: TV - If my grades don't get better, I may have to decide to watch less TV than I usually do.

Activities: Playing softball - I have decided to try out for the team.

Preparation: discuss values, value judgements, and value orientation. Ask each student to offer one suggestion of something or someone who is important to him/her and why this is so. Discuss how different people are important depending on their subculture, environment, culture, background, etc. Give examples. Emphasize how we make major and minor decisions every day based upon our own and our culture's value structure.

Resources:

b. Activity: each student completes the following list of tentative occupational choices based upon the work value which is stated:

1) I like to help others. I want to be ______________________.

2) Some people like crowds, I like to be alone. I want to be ____.

3) I am a leader. I would enjoy being _________________.

4) I want to be famous. I would like to be ________________.

5) I like to have power over others. A job I would like would be ____.

6) My religion is an important part of my life. I would like to have a job like a ________________.

7) I would like to have a fun job. I would like to be ___________.

8) I want to be my own boss. I would like to be _______________.

9) I like excitement and danger. I would like to be _____________.

10) Money is important to me. I want to be _____________.

(English class; social studies class)

Behavioral evaluation: each student will state his/her three most important work related values and matching occupations either from the list above or any additional value thought to be important.

Preparation: discuss values and the valuing process. How important things or people are to us, based on our backgrounds, environment, family, personal ideas, cultural biases, etc. Ask for statements from various students of what is and is not important to them: clothes, money, good looks, athletic ability. These are personal values. When we think about what we want to do to be productive or what is important to us to have within a chosen occupation, these are work values. These are very closely related to and many times the same as our personal values. If money is important to me, I will look for an occupation in which I may eventually earn a lot of money. Ask students to state three or four things important to them and then ask them to think whether or not their mother or father thinks that these same things are important.

Resources: adapted from Norma Mountain, North Hills School District Career Resource Center.

3. Developmental objective: to use the vocabulary of goal orientation within the decision making process.

   a.. Activity: each student chooses a goal based upon his/her interests and values, what they like to do, what is important to him/her or what he/she would like to achieve in class within the next week. Each student makes a list of daily activities he/she will have to do in working toward the goal or objective. For instance: goal is to finish reading a short autobiography from English text and answer questions about it.

   Tuesday - read two pages

   Wednesday - read three pages

Thursday - finish article

Friday - answer questions at the end of the book.

(English class; social studies class)

Behavioral evaluation: each student will state one personal goal in or out of school (different from activity above) which he/she would like to achieve by the end of the school year and a tentative plan of action to achieve the goal.

E.g. I would like to learn to read better.

I am going to read the newspaper every day, go to remedial reading classes and read two books by June.

I would like to play ball well enough to make the team

I am going to work out three times a week, watch the games, eat properly, gain five pounds, exercise daily.

Preparation: review meaning of goals as finishing, accomplishing, achieving something you want to do very much, working very hard at an important activity, planning, and finishing it well. Ask for examples of goals inside of and outside of school. Ask students to think about the daily decisions which are involved in working toward either a long or short term goal.

E.g. Short term: I would like to finish the craft project I'm working on by the end of the week. Today, I will have to get more glue and paper, tomorrow, I will have to put on the finishing touches. (impersonal goal)

Long term: I would like to be able to make friends more easily. I will have to try to talk to people more often, show an interest in what they have to say, pursue their friendship.

Resources:

b. Activity: students create a bulletin board display "How to choose a long term goal" including decision making processes, a statement of interests, values clarification, goal directed activities and behavior and short term objectives. Each student contributes photos, drawings, etc. of their interests, values, and goals inside and outside of school. (English class; social studies class; humanities class; sociology class)

Behavioral evaluation: each student will state one long term goal he/she has inside of or outside of school, and one short term goal and activity he/she plans to include in working toward that goal.

E.g. long term goal: to play varsity field hockey

short term goal: to score three goals in the next ten try out games.

activity: to exercise daily

Preparation: discuss meaning of goal (achievement, finished product, etc.) and meaning of goal-directed behavior and planning (activities engaged in to work toward the goal). Discuss differences between long term goals and short term goals, giving examples.

Long term - to win a chess tournament

Short term - to learn to play chess

Emphasize the importance of setting goals to help in the decision making process and stress that reaching goals almost always involves some type of change in behavior, attitudes or in outlook.

Resources: art materials.

c. Activity: students are to rank order the following list of personal goals from the one they would most like to set for themselves, to the one they would least like to set for themselves:

1) loose weight

2) gain weight

3) become more sensitive to others
4) gain more confidence in self
5) make friends more easily
6) learn better study habits
7) speak up more with friends
8) improve writing skills

Students divide into five discussion groups to discuss plans for reaching their highest ranked goal, why they choose it, and three short term objectives to set in working toward the goal. (English class; social studies class)

Behavioral evaluation: each student will verbalize the personal goal from the above list which is most important to him/her and to state three sub-goals or objectives, he/she would have to reach first. Each student will state one other personal goal not on the list which he/she would like to work toward, either in or out of school.

Goal: to become more sensitive to others.

Sub-goals: everyday I will ask my mother if I can help her, I will try to figure out why my brother is grumpy, and I will try not to interrupt people so much.

Goal: to learn how to express myself better.

Sub-goals: I will think carefully how I feel about doing things my friends want to do and tell them and I will take enough time to answer questions in class.

Preparation: discuss the nature of personal goals and sub-goals or objectives as the type of behavior one tries to achieve, involving change from another type of behavior. Setting goals and objectives for ones self necessarily involves growth and change. Setting goals is a mandatory part of the decision making process.

7

Resources:

B. Unit goal: to apply the vocabulary of career exploration to decision making.

1. Developmental objective: to use the vocabulary of information-processing in decision making.

   a. Activity: each student chooses one worker to interview, inside or outside of school. Recommend the following people - mother, father, mailperson, policeperson, garbage collector, pastor, priest, rabbi, waiter, waitress, teacher, janitor, busdriver, etc. Give each student a ditto of the following information he/she is to obtain from the worker.

      1) What are some of the things you do in your work?
      2) How did you get interested in your work?
      3) Why did you choose this work?
      4) What other work did you consider first?
      5) What kind of interests do you pursue when you are not working?
      6) What do you like most/least about your particular work?
      7) What other kinds of people work with you?

      (English class; guidance activity; social studies class)

      Behavioral evaluation: based on the information obtained in the interview, each student will state whether or not he/she would like to do the same type of work as the worker and give, to the satisfaction of the teacher or counselor, one reason why for each.

      E.g. I would like to be a busdriver because I like to help people get where they are going and because I know I would enjoy driving a bus. But I don't think I would enjoy working the night hours at first.

      Preparation: discuss the meaning of information i.e. facts, truthful, accurate things we know about person, places, things, jobs. Accurate information gives us a good decision making base, inaccurate information cannot be used as a helpful guide but serves only to inhibit the process of appropriate decision making. Hold up an unfamilar book and ask a student "Do you like this book?" Answer elicited, "I don't know, I can't say, I have never seen it". Say, "Let me give you some information about it, maybe that will help you decide. It is a story about two young people who go on a camping trip in the woods with their friends and they discover an old abandoned house. Now can you say whether or not you think that you would like to read it?".

Resources: parent participation.

b. Activity: divide class into five groups. Each group chooses a worker they would like to portray in role playing activities. Each group creates a scene in which all five students take part but one is the "worker" whose occupation the rest of the class is trying to guess. The small group must in their role playing give verbally, three pieces of information or "clues" about the worker and what he/she does. After the other groups have guessed and determined the worker's occupation, they are to give their opinions on the three clues which the group had given. Were they important facts, was the information helpful or not? What other information could have been given? (could be used as follow-up to field trip) (drama class; English class)

Behavioral evaluation: each student will state three facts or accurate pieces of information about the occupation which he/she is most interested in at this time.

E.g. occupation: football player

plays in front of a lot of people

makes good money

travels alot

occupation: Policewoman

wears a uniform and a pistol

drives in a police car

helps other people

Preparation: discuss importance of having truthful information or relevant facts about a course of action, a person, a place, or a thing before making a decision about it. Ask a student - "I would like to know about the game of checkers. I have never played and I want to learn. Give me some information about the game that would be helpful to me in deciding if I would like it." or "Who has ridden a motorcycle? Can you tell me some information about it that would help me to decide whether or not I would like to do it?" Emphasize difference between opinion and accurate information. Opinion is someone's ideas, thoughts, feelings about something, whereas accurate information is based on fact. Opinions can be used as a type of information but it must be recognized that they are opinion and not necessarily fact.

Resources: role playing.

c. Activity: each student fills out the following ditto and then discusses his/her answers in small groups. He/she must offer ten occupations of his/her own choosing.

	OCCUPATION	INFORMATION	SOURCE OF INFO.	TYPE OF INFO.
1)	truckdriver	long tiring hours	father	opinion
2)	nurse	takes care of sick	myself	opinion
3)	draftsman	prepares working plans	D.O.T.	fact

(English class; social studies class)

Behavioral evaluation: each student is able to make to the satisfaction of the teacher or counselor, statements about three favorite occupations, stating one piece of information about each of the three, where the information was obtained and what type of information it is.

Preparation: discuss the meaning of accurate information (facts) and compare with other types of information, such as opinions, ideas, feelings, inaccurate information, lies, misinterpretations, sensations, emotional reactions, and then discuss the various sources of these different types of information and misinformation. These include the dictionary, books, encyclopedia, D.O.T. , teachers, parents, friends, actually experiencing the activity yourself. Ask for other possible sources of information emphasizing that it is necessary to consider the sources of information before it is used to make a decision.

Resources: ditto.

2. Developmental objective: to use the vocabulary of alternatives, risk-taking, and prediction within decision making.

   a. Activity: construct following ditto for students who are to complete the alternative choices and risk taking items and then discuss with the rest of the class why they chose the one they did and the risk involved in it.

      1) If you were walking down the street to school one day and you saw a fire in someone's garage, what would you do?

         a) keep on walking

         b) go for help

         c) try to put the fire out

2) If you could do a difficult job for one hour and be paid $2.00 or an easy job for a half hour and be paid $1.00 which would you do?

   a) work for one hour for $2.00

   b) work for a half hour for $1.00

3) If your aunt wanted to buy you a game for your birthday, would you

   a) ask her to buy the same game that your friend has

   b) ask her to buy you a new game you have never played before

4) Do you usually like to

   a) take a risk

   b) play it safe

5) If you are playing ball and you are on third base and the pitcher drops the ball, would you

   a) run for home plate

   b) stay where you are

6) If someone gave you fifty dollars, would you

   a) put it in the bank

   b) buy something you could use with it

   c) buy something that you could sell later for more money

(English class; social studies class; guidance activity)

Behavioral evaluation: each student will state one risk which he/she has taken lately or will be taking and alternative choices which are available.

Preparation: discuss the meaning of risk-taking and alternatives within the decision making process when we must choose between two actions, people, things, objects that both seem to be appropriate choices. These choices are called alternatives. Since we cannot know for sure which is definitely more appropriate, we are taking a risk when we choose. However, we do have a guide in our decision that of being able to make predictions with all the information available as to which course of action seems to be the best for us in our particular situation. Give an example: "Betsy, if you could choose between a difficult task thatwould take you one hour to do and pay you $5.00 or an easy task that would take five minutes to do and pay you one dollar, which alternative would you choose. Why?"

Resources:

b. Activity: each student fills in the following list of predictions giving two alternative choices for each situation.

What would happen if :

1) you did not go to high school? a) __________ b) __________
2) you failed English in 9th grade a) __________ b) __________
3) you joined the military a) __________ b) __________
4) you got married a) __________ b) __________
5) you ran away a) __________ b) __________
6) you got a part time job a) __________ b) __________
7) you became a movie star a) __________ b) __________
8) you worked in a factory a) __________ b) __________
9) you got into trouble with the law a) __________ b) __________
10) you went to college a) __________ b) __________

(guidance activity; English class; social studies class)

Behavioral evaluation: each student will state two alternative actions available to him/her if he/she

1) decided to drop out of school.
2) decided to graduate from school
3) decided to go to Vo-tech school
4) decided to get married.

Preparation: discuss the meaning of taking risks by choosing between alternative actions and predicting their outcomes. All are within the decision making process. We make decisions based upon what we think the outcome or consequence will be. Sometimes we never know for sure. It means talking a risk when we choose between two alternative courses of action. Ask students - "Do you like to take a risk or do you like to play if safe". Ask for an example of risk-taking, what would be the alternative choices?

E.g. would you run for class president?

would you try out for cheerleading? why or why not?

Resources:

XIII. NEED: DECISION MAKING VOCABULARY (10-12)

A. Unit goal: to expand the application of career decision making vocabulary.

1. Developmental objective: to expand the vocabulary of interests within the decision making process.

a. Activity: each student is to choose the appropriate box on the following scale to determine interest in types of work:

	VERY INTERESTED	INTERESTED	NOT INTERESTED	
1.				1. OUTDOOR TYPE OF WORK
2.				2. MECHANICAL WORK
3.				3. WORK WITH NUMBERS
4.				4. SCIENTIFIC WORK
5.				5. SALES, ADVERTISING, P.R.
6.				6. ARTISTIC WORK
7.				7. WORK WITH READING & WRITING
8.				8. WORK USING MUSIC INTEREST
9.				9. SECRETARIAL WORK
10.				10. WORK BEING A DIRECT SERVICE TO OTHERS
11.				11. WORK INVOLVING ATHLETIC INTERESTS

(English class; social studies class guidance activity)

Behavioral evaluation: each student will state three possible careers he/she would like to have from each of the three areas he/she is most interested in as determined by the above scale.

E.g. OUTDOOR TYPE OF WORK: 1) park ranger 2) garbage collector 3) recreation leader

E.g. WORK USING MUSICAL INTERESTS: 1) band member 2) movie star 3) song writer 4) record producer

E.g. SCIENTIFIC WORK: 1) lab technician 2) astronaut 3) biologist

Preparation: discuss work related interests and their influence on our decisions about future occupations and careers. Discuss how we can turn an interest into a career if desired.

Resources: adapted from Norma Mountain, North Hills School District Career Resource Center.

b. Activity: each student writes a short statement of interests, using the following guide.

Related to school:

I am interested in __________because of ______________.

Outside of school:

I am interested in __________because of ______________.

Statements should include how the student became interested in the area, why it is interesting to him/her, and who else he/she knows who has the same interests. (English class; social studies class)

Behavioral evaluation: each student will state two possible career options related to his/her favorite interest in school and two possible career options related to his/her favorite interest outside of school.

E.g. interest in school: band

career options: music director, rock band

interest out of school: painting

career options: commerical artist, sign painter

Preparation: discuss the influence interests have on our decision making. Define interests as opposed to abilities and aptitudes. Discuss how we usually enjoy doing something we are good at doing.

Resources:

c. Activity: students invite to class three guest speakers from the community who are involved in unique and/or popular occupations (fire marshall, football hero, female vet, engineer, plumber, architect, pilot, clothes designer, popular singer). Students divide into three seminar groups to interview the guests. They must find answers to the following questions:

1) How did you become interested in your present occupation?

2) How long have you been involved in this occupation?

3) What were your interests when you were in high school?

4) What are your interests outside of your occupation?

5) If I am interested in your occupation, where could I find out more about it?

Large group discussion follows with an exchange of ideas about the answers to these questions. (English class; speech class; social studies class)

Behavioral evaluation: each student will state whether or not his/her interests are compatible with those of the guest speaker from activity c above and whether or not he/she thingks he/she would enjoy the occupations of the speakers' and give to the satisfaction of the teacher or counselor, three reasons why or why not.

Preparation: discuss various interests in and out of school and how they apply to career decisions, posing such questions as - Is it important to be interested in what you do for a living? Why? What do you think a construction worker, a baseball player, a jockey, a doctor, a carpenter, a clothes designer, a singer are interested in? Do any of your interests coincide with these interests? Discuss differences between occupations (series of somewhat related jobs, usually for shorter periods of time, done for financial reimbursement) and careers (life-long series of related successful occupations based on interests and abilities, usually increasing in responsibility).

E.g.	OCCUPATION	CAREER
	construction worker	construction foreman

Resources: guest speakers.

2. Developmental objective: to use the vocabulary of values within the decision making process.

   a. Activity: each student rank orders the following list, then a large group discussion of the different rankings ensues. Each student should defend his/her own ranking.

The ideal job for me would have to :

1) provide an opportunity to make full use of my special abilities
2) provide me with a chance to earn a good deal of money.
3) permit me to be original and to invent things.
4) give me social importance.
5) give me a chance to work with people I like.
6) help me to look forward to a good future.
7) leave me to work by myself.
8) give me a chance to be a leader.
9) give me adventure.
10) give me a chance to help other people
11) give me a chance to use my brain.
12) allow me to spend a lot of time with my family.

(English class; guidance activity; social studies activity)

Behavioral evaluation: each student will state three occupations or careers which would allow him/her to express his/her first three work related values from the above list. Each student will state to the satisfaction of the counselor or teacher, why his/her first three are most important to him/her.

E.g. Give me social importance: doctor, pastor, priest, rabbi, community leader. Social importance makes me feel as though I am doing something worthwhile and I like to be recognized by people.

Preparation: discuss personal value systems, value judgements, work related values, and their influence upon decision making. How we decide major and minor courses of action is based upon our values.

E.g. If an old man who was walking in from of you dropped his packages, would you stop to help him pick them up or would you keep on walking? If you had to decide between a job that was dealing with illegal goods and paid alot of money or a job that helped other people and paid less money, which would you choose? Resources: adapted from "Work values and academic achievement" N. Sprinthall, Vocational Guidance Quarterly, Sept. 1966.

b. Activity: each student answers the following questionnaire followed by a discussion of the differences and similarities of each person's values, and how they relate to career choice as well as most other decisions which one makes in a life time.

1) the three most important things about myself are:
2) if I could change three things about myself, I would change:
3) the three things that are most important to me in school are:
4) the three most important things to me outside of school are:
5) because all of the things above are important to me, the three most important things in my vocation or career will be:

(English class; guidance activity; social studies class)

Behavioral evaluation: each student will list the five most important and least important aspects of the career he/she is interested in at present.

Preparation: discuss the definition of values, the importance of clarifying one's personal values, and one's work related values, in order to make appropriate career or vocational decisions. Emphasize the importance of knowing what is and is not important and valuable to you, to help in the process of making sound decisions.

Resources:

c. Activity: have each student list three things in response to each of the following questions. What would you do if:

1) you were President of the United States.

2) you won the Lottery.

3) you could do anything you wanted for one year.

Small group discussion follows, pointing out differences and similarities in priorities among peers. Discussion should also include reasons for making the decisions that were made. (English class; social studies class)

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, three personal or work related values which are most important to him/her and from these make a brief statement about his/her life style five years from now. Students state what they want, what they are doing to get what they want, and what they still have to do to get what they want.

Preparation: explain the meaning of life style and how values influence our perceptions of our life style. Discuss what students might want out of life and how to go about getting what they want. Touch upon meaning of "aspirations" as what one hopes to be and "expectations" as what one really thinks he/she can be (a more reality based idea of future work and related life style).

Resources: adapted from Decisions and Outcomes, CEEB, 1973, p. 14.

3. Developmental objective: to expand the vocabulary of goal-orientation within the career decision making process.

   a. Activity: each student answers the following questions with a career goal in mind. Students then divide into groups to discuss their answers. Large group discussion then ensues for feedback from teacher or counselor.

      1) name three things that you value very much in your lifestyle.

2) from these three values, set one long term career goal for yourself.

3) in order to reach this, goal, what changes must you make in your activities, beliefs, values?

4) decide upon at least five short term objectives which will help you toward your goal.

E.g. Values: Helping people is important to me.

Having a nice house, clothes, and car is important to me.

Being able to be my own boss is important to me.

Long-term career goal: to be a medical technician.

Short-term objectives:

1) to do well in school
2) to find out about schools for technician training
3) to find out more about the medical profession
4) to talk to technicians about their duties.
5) to visit a hospital in operation.

(English class; social studies class; religion class; guidance activity)

Behavioral evaluation: each student will state three life style values, one long term career related goal and three short term objectives which will help him/her to work toward that goal.

E.g. Values: I want to work for myself, I want to have money, I want to work with my hands.

Goal: I would like to be an electrician.

Objective: I will talk to several electricians
I will read about the training I need
I will find out more about the voc-tech program

Preparation: discuss the importance of one's interests, values, work, the way one things, acts, believes, all as part of one's life style now in and the future. Ask - "How do you see your life five years from now? What will you be doing, where will you be living, who will your friends be?" Answering these questions is part of what can guide career decision making. Explain difference between long term goals and short term objectives or goals which help one to reach the long term goal and point out that changes in our outlook and behavior are necessary to incorporate our values and goals into our life style.

Resources: adapted from Decisions and Outcomes, CEEB, 1973, p. 19.

b. Activity: students choose an article from a newspaper or magazine about an individual who had a life style similar to the one that the student would like to have some day. Each student writes a short paragraph entitled "My plan for the next _____ years" on his/her future life style, relating it to one major career goal and three sub goals or objectives that must be achieved to reach that goal successfully. (Social studies class; psychology class; guidance activity)

Behavioral evaluation: each student will state his/her three values he/she will incorporate into his/her future lifestyle and one major career goal with three sub-goals which will also be an important part of that lifestyle all to the satisfaction of the teacher or counselor.

Preparation: distinguish between personal values, work values, career goals and sub-goals and life style. Emphasize the inter-relatedness and importance of planfulness in setting future career goals, determining sub-goals, directing behavior toward that goal, changing behavior or outlook if necessary, all based on the idea of a desired life style.

E.g. If you would like to make good money, be famous, and work with other people on a team, what career might you choose? Football, baseball, hockey player. What would you have to do to reach that goal? practice playing every day, stay physically fit? go to college? What changes would you have to make from the way you live now? Or what if you enjoyed typing, wanted to work for someone else, liked day time hours, enjoyed book work, what career would you be interested in and what career goal would you set?

Resources: newspapers.

B. Unit goal: to expand the application of career exploration vocabulary.

1. Developmental objective: to expand the use of the vocabulary of information processing.

a. Activity: students discuss the definitions of the following words, showing a mastery of their usage and explaining each one's relationship to the decision making process through example.

1) interpretation
2) misinterpretation
3) occupational information
4) factual information
5) misinformation
6) data
7) opinion
8) irrelevant data
9) dissemination
10) uncertainty
11) probability
12) statistics

E.g. Interpretation: I must interpret the information I gather before making a decision, in order to find out how it relates to me personally.

(social studies class; English class)

Behavioral evaluation: each student will define and explain to the satisfaction of the teacher or counselor, the significance of the following within the decision making process, using contrast and comparison.

1) opinion

2) factual information

3) heresay

4) misinformation

5) data

Preparation: discuss the importance of information gathering within the decision making process. Discuss differences between information, misinformation, lack of information, opinion, and how one must be able to distinguish between different types of information and the source before using it to make a decision. The information which aids in making the most appropriate decision is factual as close to the truth as possible, and relevant.

Resources:

b. Activity: the students discuss then independently investigate sources of career information, categorizing them in the following way:

1) People to talk to: friends, bosses, parents, business people, administrators, counselors, teacher.

2) Things to read: catalogues, reports, books, want ads, D.O.T. pamphlets, newspaper articles.

3) Things to do: visit employment agency, visit vo-tech school, visit college, visit businesses, visit institutions, interview workers, write up reports on occupations.

Students bring back information from these sources on the three careers of their choice, labeling the information as fact or opinion. (English class; social studies class)

Behavioral evaluation: each student will state five major sources of accurate information, concerning the career of his/her choice and explain to the satisfaction of the teacher or counselor, why these sources are appropriate.

Preparation: discuss possible sources of relevant career information and its importance in the total decision making process.

Resources: catalogues, persons in occupations, filmstrips, D.O.T. pamphlets.

2. Developmental objective: to expand the use of the vocabulary of risk-taking, predictions, and alternatives.

   a. Activity: each student fills out the follwing chart on the positive aspects, and risk-taking aspects of the career of his/her choice; and two alternative careers. For example:

   CAREER: plumber

Positive Aspects	Risk-Taking Aspects
1) good money	1) demand in labor market
2) +	2) -
3) +	3) -
Alternate: carpenter	
1) +	1) -
2) +	2) -
3) +	3) -
Alternate: electrician	
1) +	1) -
2) +	2) -
3) +	3) -

   (guidance activity)

   Behavioral evaluation: each student will name a career choice, two risks involved in that choice, and one alternate choice and two risks involved with the alternative.

E.g. Nurse: hours, dealing with life and death situations

Biologist: demand, education needed

Preparation: discuss uncertainty, probability, risks in relation to the decision making process. Emphasize how accurate information about self, environment, and job market minimizes risks, and inreases probabilities of having favorable outcomes.

Resources:

b. Activity: have students compare and contrast the definitions of the following words, stating their significance in the career decision making process.

1) risk
2) uncertainty
3) predict
4) outcomes
5) probability
6) chance
7) guess
8) odds
9) data
10) statistics

Behavioral evaluation: each student will list three possible career related actions he/she might take in the next month and the probable outcomes of each.

E.g. see the counselor-------------get information on job market

apply to vo-tech school--------may get accepted but have low grades

visit local manufacturers-------might like a job there; can find out about openings

Preparation: discuss differences between guessing outcomes of decisions and actions and predicting outcomes based on data and relevant information. Define risk-taking and alternative actions within the decision making process.

Resources:

XIV. NEED: DECISION MAKING KNOWLEDGE (K-3)

A. Unit goal: to facilitate the knowledge that decision making demands an appropriate choice from plausible alternatives.

1. Developmental objective: to understand how to select an alternative consistent with interests.

a. Activity: tell students that they may have a free period for the next 30 minutes. Have three work areas designated in the room by label and by pictures on the tables to indicate the activity going on there.

Table One: "Working quietly alone"
(pictures of reading, writing, drawing, etc.)

Table Two: "Playing alone"
(pictures of playing with a puzzle, playing with a game, toy, etc.)

Table Three: "Working with a friend"
(pictures of games, paints, scissors, magazines)

Each student is asked to choose the table and the activity which he/she is most interested in doing for the free period.

Behavioral evaluation: each pupil will choose from two oral or written lists of "at home" and "at school" activities, three he/she is most interested in doing.

e.g. AT HOME	AT SCHOOL
helping mother or father	reading
watching TV	writing
cooking	painting
reading	cutting out pictures
watching brother or sister	
playing games	

Preparation: discuss the meaning of interests as we do certain things because we enjoy doing them, we are interested in them. How do we become interested in certain activities? Sometimes we see other people doing them or we see them being done on TV, or we read it in a book. Hold up pictures of people "doing things". Pupils offer their own interests in school and outside of school, telling the rest of the class how they became interested in doing them. Ask "Who does your favorite activities with you?" "Do you do them every day? How did you become interested in it?"

Resources:

b. Activity: read the first half of a short situational, interest-based, decision making story to the students. They are to verbalize the decision which is to be made, the alternatives available to choose from, and what their choice would be. Each child makes a hand puppet from scrap material. The students divide into groups of five to have their puppets "act out" their endings to the story.

Sample stories:

Vanessa has one-half hour before she has to go to bed. She likes to watch TV but the family TV is broken. She likes to play cards but she can't find them. Her sister is in the other room coloring a picture. What could Vanessa do until she has to go to bed? Name three things you would do if you were Vanessa.

Mark and his family went on a picnic. They took along several games they liked to play. They took a badmitton set, checker, fishing poles, raincoats, a baseball bat and ball. It started to rain. What could they do instead of going home? Name three things you would do if this happened to you?

Behavioral evaluation: after hearing a decision making story (similar to those in activity b), each student will identify the decision which needs to be made and two alternatives available to choose from.

Preparation: discuss choosing from alternatives based upon what you are interested in doing. The alternatives could be objects or activities. For example, if you had ten minutes before the bell rings, would you draw a picture, finish reading your book, help your friend finish a project, tidy up the room, look out the window? These are all possible alternatives that you may choose from. You will probably choose the one which you like to do the most.

Resources: hypothetical stories, puppets.

2. Developmental objective: to understand how to select an alternative action consistent with a goal.

   a. Activity: hold up a magazine picture of a child engaged in a purposeful activity which has a goal of objective and tell a short story about the character. Students are to choose from three given courses of action, the one which would be most appropriate in helping the character to reach the goal. Discuss the appropriateness of the student's responses.

   Sample story:

   Timothy is trying to finish putting together this ship model to give to his brother for his birthday tomorrow, but he ran out of glue to work with. What should he do?

   1) stop working on the model
   2) ask his mother or father if there is any more glue in the house
   3) make another present instead.

   Jennifer is putting together a jigsaw puzzle and she is trying to finish it before dinner but she cannot find one of the pieces. What should she do?

   1) put the puzzle away and go to dinner

2) keep on trying to find the piece in order to finish the puzzle

3) start another puzzle

Seth and Rebecca are taking lessons to learn how to ice skate. They want to be able to skate alone by the end of the week so they can go ice skating with their friends on Saturday. The person who is teaching them had to go visit her grandma this week and can't give them any more lessons.

1) wait until their teacher comes back to finish learning

2) keep practicing together and help each other

3) go roller skating instead.

Behavioral evaluation: when presented with a stated objective or goal, each student will choose, to the satisfaction of the teacher or counselor, the most appropriate of the three stated alternative courses of action to get that goal.

E.g. If you wanted to win a running race, which of these three things would be most helpful for you to do?

1) tell your brother to come to the race and yell for you

2) hope the other people in the race can't run as fast as you

3) practice running as fast as you can

Preparation: discuss the meaning of goals and objectives as things you want to finish doing. (See section XIII, A, 2, a) Discuss how you choose to do the activities which would help you to get closer to your objective or goal. Doing a certain thing is usually more helpful than doing a different thing. Usually one activity will either be faster, easier, have better results, be more interesting or just more helpful in reaching your objective. If your goal is to win a game of checkers with your older brother, what would you do?

1) play a game with your brother without every practicing
2) watch other people playing checkers
3) practice every day after school before playing with your brother

Resources: magazine hypothetical stories

b. Activity: name a class "goal" or "objective" for the day for instance to finish our Valentines Day Cards. Then have the class choose from three alternative courses of action the most appropriate alternative to help in working toward that goal.

How can we reach this class goal?

1) cut out hearts and decorations
2) read our books
3) paint a picture

How can we best learn how to say the alphabet?

1) go outside for recess
2) practice saying the letters and help others say them also
3) paint pictures

Class then does the appropriate activity.

Behavioral evaluation: when presented with a short-term objective or goal and three possible alternative courses of action, each pupil will choose the most goal facilitating alternative, to the satisfaction of the teacher or counselor.

Preparation: discuss individual goals and group goals. Define these as something you try to complete or finish. A group goal is something we all try to reach together. Emphasize how doing a certain activity may help you much more in reaching your goal than doing something else. Give examples:

If I want to finger paint a picture, I should:

1) cut pieces of paper to paste together

2) get out my paints, paper, and smock

3) start reading a magazine

Resources:

B. Unit goal: to facilitate the knowledge thatdecision making requires the implementation of a choice of action.

1. Developmental objective: to understand that a choice of action must be planned.

a. Activity: using hand puppets, create stories around characters who have made decisions, but who don't know how to carry through a plan of action to implement those decisions. Have students suggest possible steps for the plan of action.

Rocky has been watching his older brother and sister play basketball every day. He decided that he wants to learn how to play also. What should he do in order to learn to play.

Behavioral evaluation: when presented orally with a decision that has to be made, each student will state the first step in his/her plan of action to follow through the decision.

Preparation: discuss how one can follow up on a decision with an appropriate plan of action that carries through the decision in the most appropriate way. Cite examples: We do the things we want to do by having a plan. Planning involves thinking things out a head of time. If you wanted to plan a surprise for someone in your family, what would you do first? Then what could you do?

Resources: hand puppets.

b. Activity: ask students to close their eyes and make a wish. It can be any wish that they choose. Have the students draw a picture of their wishes. Then ask: what plans could you make to help your wish come true? What is the first thing you could do? What could you do next? Name three things you could put in your plan of action to make your wish come true.

Behavioral evaluation: each student will name one activity he/she would like to do after school today and identify two steps in a plan to carry out the activity.

Preparation: discuss the meaning of plans. After deciding to do something we like to do or want to do, we plan how to do it. If you want to play a game of tag with friends at recess, what are three things that might be in your plan? How would you organize the game? What is the first thing you would do? Then what would you do?

Resources: art materials.

2. Developmental objective: to realize that a plan of action can be changed.

a. Activity: have students form groups of five members each. Each group has three picture cards which are pictures of three steps of a plan of action in carrying out some activity. Each group is instructed individually to arrange the cards according to what plans are included in them:

E.g. Group #1 Make a plan to go on a picnic (Arrange your 3 cards in order.

Group #2 Plan a game of kickball at recess

After each group has arranged its three cards in the way that they would have been instructed to do, hold up a picture for each group individually which would cause a change in their plans.

E.g. Group #1 Pretend your family car breaks down (Hold up appropriate picture)

Group #2 Pretend it starts to rain

Then hand out to each group, four more cards which include three pictures of one possible alternate plan and one totally unrelated picture. Instruct each group to arrange an alternate plan with these new pictures, using only three of them and discarding one of them that does not fit the plan.

Behavioral evaluation: when presented with a statement about a plan of action which must be changed, each student will, to the satisfaction of the teacher or counselor, state two alternate activities which could be done instead.

E.g. if you were going to watch cartoons on TV and the TV broke, what else could you plan to do? How would you make these plans?

Preparation: discuss how it is possible for plans to have to be changed sometimes. Show pictures of possible cause for changes in plans (rain, snow, someone gets sick, the family car breaks down, lost ball, etc.) Develop picture stories about several plans which students have suggested. Cut pictures out of magazines and paste three progressive steps of planned activities on 5 X 7 cards, one step (picture) per card. Paste three steps of a possible alternate plan on separate cards.

E.g. Planning to play kickball at recess

card #1 child choosing team members

card #2 players taking places on the field

card #3 pitcher pitching the ball

What changes could you make if it rains?

card #4 players running inside

card #5 game continuing in gym

card #6 one team wins

E.g. Planning a family picnic

card #1 making food to take

card #2 packing the car

card #3 getting into the car

What changes could you make if the family car breaks down?

card #4 packing food and equipment on backs and in bags

card #5 walking to a local park for a picnic

card #6 eating hotdogs in the park together

Resources: index cards, magazines, art materials.

b. Activity: read several plans of action to students which must be changed for various reasons. Ask students how they could change the plans, naming at least three alternate courses of action or activities. Show corresponding pictures while telling the stories. For example:

You are going to play a new gamewith your friend after school today at your house. Your younger brother wants to be with you but he doesn't know how to play the game. What could you and your friend do?

Your older sister was going to take you to the ice cream shop, but she is sick. The shop is far from your home. How will you have to change your plans. What will you do?

Your brother and you planned a surprise party for your dad tonight, but now he has to work late and can't come home for the party. What could you and your brother do?

Behavioral evaluation: when a plan which has to be changed is presented orally, each student will offer, to the satisfaction of the teacheror counselor, two suggestions for an alternate plan of action.

Preparation: discuss how we make plans to do things everyday. Sometimes we may not even know we are making plans but we need them in order to get things done. Show examples of types of plans: football play, sewing directions, directions to assemple a toy. With pictures, stimulate thought about what factors can change plans: weather, lack of money, change your mind, etc. Ask students what they plan to do after school today? What are your plans for Saturday? What will be your families plan of activities on Sunday?

Resources: magazines.

c. Activity: ask students to close their eyes and think of an object that they would like to make out of clay. Have them open their eyes and then ask them to draw a picture of that object, just as they would like to make it. Explain that this picture is a plan for the object itself. After the students have drawn the objects, distribute clay and have them construct the objects from their drawing plans.

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, two reasons why we have plans.

Preparation: discuss the meaning of plans. Give examples such as drawings, directions, etc. Discuss the reasons for having plans. Plans help us to guide our actions before we do them. Plans help our decisions to do things a certain way so that they come out the way we expect them to. How would you be able to cook something without a recipe? Could construction workers build buildings without plans? Could you play a game without directions the first time?

Resources: art materials.

XIV. NEED: DECISION MAKING KNOWLEDGE (4-6)

A. Unit goal: to facilitate the knowledge that decision making demands an appropriate choice from plausible alternatives.

1. Developmental objective: to understand how to select an alternative consistent with interests.

   a. Activity: make a list on the board with the help of the students, of all the tasks which are performed in their homes by their parents, by their brothers and sisters and by themselves. Number these tasks or job functions. Each student puts these numbers on a sheet of paper and after the number places a "yes" or "no" according to their interest in performing them. Discuss why students are interested or not interested in doing the various tasks; whether or not they can do them alone; who else in the family can do them and likes to do them. Discuss what would happen if no one in the family including mother and father liked to do certain tasks.

   Behavioral evaluation: each student will rank order the five tasks which are performed in his/her home which he/she is most interested in doing and state, to the satisfaction of the teacher or counselor, why he/she likes to do them the best.

   Preparation: discuss the meaning of interests - how people like to do different things better than other things. As for suggestions of favorite activities of hobbies. Compare different favorites. Ask who else in the class likes to do the same thing and ask how the person became interested in this particular activity (saw it done on TV, saw a friend doing it, my father also does it and he taught me)

   Resources:

   b. Activity: ask students to choose one answer for each of the five following questions and discuss why.

A. If you only had a five minute recess, what would you do

1. play kickball
2. play tag
3. not go outside at all

B. If you had 25¢ to spend, would you

1. buy something for yourself
2. save the money
3. buy candy for someone else

C. If you had a free period in school today, would you

1. paint a picture
2. read a book
3. do some number problems

D. If you did not come to school tomorrow, would you

1. watch TV
2. play games with your younger sister
3. read a magazine

E. If you had to choose what your family was going to do together on Sunday would you choose

1. visiting relatives to talk to them
2. visiting friends to play with them
3. staying at home and playing or reading

Behavioral evaluation: when presented with three alternative choices of action, each student will choose the one he/she is most interested in doing, and state, to the satisfaction of the teacher or counselor, why he/she is most interested in doing that particular activity.

1. go to movie

2. go swimming
3. read a book

Preparation: discuss the meaning of interests. Explain how we usually choose between two things or activities because we are more interested in doing one than the other.

E.g. If you are interested in insects more than shells or rocks and your family goes to the shore, you might decide to start catching insects to make a collection instead of collecting rocks (like your brother does) or collecting shells (like your mother does for her collection) If you enjoyed reading a book more than riding your bicycle, you might decide to read for one hour on Saturday afternoon while your friends are riding their bicycles. Emphasize that different people have different interests and enjoy doing different things. Sometimes people have the same or similar interests. Ask for students' interests inside and outside of school. Ask how they became interested in the activity, object, or hobby, who they enjoy doing this with, how they first learned about it, etc.

Resources:

2. Developmental objective: to understand that external forces and factors influence choices.

   a. **Activity**: have each student fill out the following list (written or oral exercise)

      1) A choice I made before I came to school today was ____________
         Who or what helped you make that choice?
         What was the alternative choice?

      2) A choice I made on the way to school today was ______________
         Who or what helped you to make that choice?

What was the alternative choice?

3) A choice I made at school today was ______________

Who or what helped you make that choice?

What was the alternative choice?

4) A choice I will make after school today will be __________

It could be changed because of the ______________

5) On Saturday I may choose to ____________-

6) One thing which may cause me to choose this might be ________-

Behavioral evaluation: each student will name three external factors which influence their daily decisions and then state to the satisfaction of the teacher or counselor, one decision that he/she made recently, two alternatives chosen from, and one external factor influencing that decision.

Preparation: display pictures of factors which influence decisions on the bulletin board. Divide the factors into people, places, and things: parents, friends, brothers and sisters, teachers, society, geography, location, weather. Ask for more suggestions from the class. Discuss how these factors can help us to make decisions and how sometimes they make us change our plans or decide another way. Sometimes they control our decisions or limit the alternatives we choose from. Give examples:

E.g. Before you came to school today, you probably made several decisions. Some of these decisions you may not have even thought about.

You decided to get up, rather than stay in bed. Who helped you make that decision?

You decided what to wear to school. Who helped you do that?

You decided what you were going to eat for breakfast. Who helped?

You decided to walk to school, rather than ride with your father. Who or what made you decide the way you did?

When you got to school, you decided to take your seat. Who helped you with that decision?

b. Activity: make a large school calendar and divide the year by the four seasons. Indicate the typical type of weather to expect during each of the four seasons. Using suggestions from the students, write down choices which could be made during each season, which are influenced by the weather. List choices which the students themselves might make, those their parents might make and decisions and plans that their city, town or borough might have to make according to the seasonal changes.

E.g. Summer: to go camping - my decision
to go on a vacation - my parents decision
to take care of the parks - city's decision

The calendar should be displayed prominently in the room and decisions should be added to it daily.

Behavioral evaluation: each student will state three choices that he/she has made recently or will make in the near future and name two external influences which may cause, influence and/or change those choices.

Preparation: discuss the various external factors which influence decisions and plans for carrying out those decisions - parents, friends, teachers, location, weather, etc. Ask the students how these factors influence their decisions and ask them to cite examples. What kinds of decisions are influenced by the weather in particular? How do you decide what kind of clothing to wear to school? What kind do you wear when it is hot? When it is cold? When it is raining or snowing? What are some of the other decisions you make according to the weather? The weather has an effect on our play, and on our work. What are some of the things our parents do when there is a change of weather? What types of choices do we make in the summer or in the winter? Name certain tasks which your family does to prepare for winter. The city also has decisions to make according to the seasonal changes. What must our city do in the winter? What are some other decisions which the city might make?

Resources: art materials.

B. Unit goal: to facilitate the knowledge that decision making requires the implementation of a choice of action.

1. Developmental objective: to understand that a choice of action must be planned.

   a. Activity: divide students into groups of five. Ask one student in each group to be the leader. Tell the class that today everyone is going to follow the same "plan". Together, read orally the recipe instructions for no-bake cookies, which are posted in front of the room, on a large easy to read piece of tagboard. Then instruct the students to follow the instructions carefully, one step at a time. Each step is numbered for easy identification. (Beginning with get ingredients ready and ending with clean up, then eat cookies) Discuss the concept of a plan. Could we have made these cookies as easily or as well without our recipe plan?

   Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, one decision he/she has made or could make and the first step in a plan of action to carry out that decision.

   E.g. I decided to help my brother with his paper route. The first thing I did was get a basket on my bicycle to hold the papers.

Preparation: discuss the nature of implementation. What does a plan or choice mean if it is never carried out? How many plans are never implemented? Why? Ask students for personal examples.

Resources: recipe, baking utensils, art materials.

b. Activity: read a story about a character who has an objective and an alternative already chosen. Ask students to suggest the first two activities they would do to implement a plan of action for the character. Have students mime the plans they suggest. For example: Steve wants to give his mother a birthday present. He has decided to draw her a picture for her birthday. It must be finished by tomorrow. What is the first thing he should do? Then what? (possible answers) He should get some paper and crayons, choose what he would like to draw, etc.

Elizabeth and Susan are trying to teach their dog Sparky to beg. They have decided to work with Sparky every day after school. What will they have to do first? Then what? (possible answers - they should get some food to teach him with, put him on his leash and tie him close by, etc.).

Tyler is trying to learn to ride her two wheeler bicycle by Sunday so she can show her grandma her new skill. Her older brother is helping her andhe put training wheels on her bike. What should she do next? (possible answers - learn to ride with thetraining wheels on , practice every day, take off training wheels.)

Behavioral evaluation: when given an objective and a chosen course of action, each student will state the first two steps in a tentative plan of action to reach the objective he/she would take.

E.g. If you want to have a Kool-aid stand on Saturday what would you do first, then what?

Preparation: discuss how a decision is followed by a plan of action to carry it out, to activate it, giving examples such as: Daniel and Dana have decided to start a club to have after school. They both like animals so it is going to be a Friends and Animals Club. What should they do to get the club started? (possible answers: choose friends to be in it, decide when and where to meet)

Resources: role playing.

c. Activity: tell students that they are going to make a plan for a party. Ask for suggestions of favorite types of parties i.e. surprise, birthday, going away, etc. Vote on a class favorite. Together plan a detailed party of this type.

E.g. Valentines Day Party:

1) make invitations 2) send invitations 3) make decorations
4) make food 5) have party

Behavioral evaluation: each student will state to the teacher's or counselor's satisfaction, one "plan" to do something either in school or at home which he/she has constructed, including at least three steps in proper sequence.

Preparation: discuss the necessity of having a plan which carries through any decision one might make. Display and distribute various types of commonly used plans: recipe, architects's blue prints, pattern for sewing clothes, instructions to assemple a toy, etc. Discuss these plans. Ask for suggestions of plans which the students have had. Ask for suggestions of different types of plans. Point out the decision which preceded the plan.

Resources: examples of types of plans (recipes, blueprints, instructions for assembling a toy, etc.)

d. Activity: show and discuss the suggested filmstrip Decision Making In Action filmstrip and cassette. What is the plan of action in the filmstrip? Would you have made the same decision? How many decisions are discussed and how are they resolved?

Behavioral evaluation: each student will state three steps in one of the decision making plans shown in the filmstrip.

Preparation: discuss planning a decision, before, during, and after it is made. If you make a certain decision and then do not have a plan of action, or act upon the decision, or do something with it, what are some of the possible results?

Resources: Decision Making in Action from Making Decisions.

2. Developmental objective: to realize that there are risks involved in the implementation of a plan.

a. Activity: choose two students to demonstrate a game of "Old Maid", "Go Fish", or "Concentration" to class (or any other simple card game). Discuss the risks as they occur within the games. Discuss why they are risks, what the different outcomes could be, the alternative choices and predict the one which involves the least amount of risk. Then divide the class into small groups. Distribute games such as cards, monopoly, checkers, chinese checkers, chess, etc. Ask the students to remember the risks they take during the games and to write them down. Discuss these risks in a large group when the games are finished.

Behavioral evaluation: each student will state one risk which he/she has taken in the past week and tell, to the satisfaction of the teacher or counselor, why it is a risk.

Preparation: discuss risks, taking a chance, and predicting outcomes. Do you like to take a chance or do you like to play it safe? When we make a choice, we might like to be able to tell what will happen after that choice is made but this is not always possible. Not knowing the complete outcome means that you are taking a risk. If a new boy in school school asks to play checkers with you and you say yes, you are taking a risk that you might loose the game, because you do not know how well he plays checkers although you think you may be able to beat him.

Resources: cards, monopoly, checkers, chess.

b. Activity: have students role play the following decision making situation. Discuss the following decisions which have to be made, the factors influencing each decision, the alternatives to be chosen from, the risks involved in each case.

1) (student/student) While the teacher is out of the room, one student sees his/her best friend cheat on a quiz.

2) (student/parent) Child asks parent if he/she can miss school tomorrow. Parent explains the decision.

3) (student/teacher) Teacher sees student put school scissors in pocket. What does teacher do?

4) (student/student) Student borrows a friend's bicycle and breaks it. What should student do?

5) (student/student) Student's best friend has asked him/her to come over to play after school but student has promised his/her mother to come straight home.

Behavioral evaluation: when presented with a conflict situation which involves risk-taking and which demands an immediate decision each student will state to the satisfaction of the teacher or counselor, what his/her decision would be, and what the risk is in choosing that alternative.

Preparation: discuss the different types of factors influencing decisions. Ask student why they decided to come to school today, why they decided to wear what they have one, etc. Discuss how a conflict may arise when there are several factors influencing a decision for example, if all of your friends are teasing the new student at school, what would you decide to do? If your parents asked you to stay with your younger brother at home and your best friend asked you to come over to play, what would you decide to do?

Resources: role playing.

c. Activity: show a "Better Strategy" filmstrip and cassette. Discuss risks involved in making decisions, prediction of outcomes, and how to choose strategies.

Behavioral evaluation: each student will state two risks involved in one of the decisions in the filmstrip.

Preparation: same as XIV, B, 2, a; ask how plans might change when the risk is too great or the plan did not work when previously tried.

Resources: "A Better Strategy" from Making Decisions.

XIV. NEED: DECISION MAKING KNOWLEDGE (7-9)

A. Unit goal: to facilitate the knowledge that appropriate choices from alternatives are influenced by internal and external factors.

1. Developmental objective: to understand the influence that values have on career decision making.

a. Activity: each student makes a list of seven personal values. The values are then ranked from highest to lowest priority. Each student then makes a statement about how the first three personal values could influence a career related decision. (English class, social studies class, guidance activity)

Behavioral evaluation: each student will name one career choice and two alternative career choices which would not conflict with his/her three most important personal values.

Preparation: discuss personal values. What is most important to you? What do you value highly? Are these values also considered important by your parents? By your brothers and sisters? Ask for examples of personal values and who else has the same values?

E.g. Being a kind person
Being a rich person
Having alot of friends

Discuss how these personal values influence one's daily life, the decisions one makes, the work one chooses to do. If having alot of friends is important to you, you may choose a type of work which helps you meet alot of people who could eventually become friends. Ask for other examples.

Resources:

b. Activity: each student makes a list of the seven aspects of an occupation which are most important to him/her. This list is rankordered and then each student lists three possible careers which he/she thinks would include these important aspects. The students are then asked to interview the workers in their family (mother, father, grandmother, brother, sister, aunt) and to ask them to make a list of the most important aspects (by giving examples) and the things they enjoy the most about their occupation. Students bring these lists to school to compare with their own lists. Small groups can discuss similarities and differences of the lists. (English class, social studies class, guidance activity)

Behavioral evaluation: each student will state three work-related values which he/she regards highly and name one possible career choice and one alternate that he/she thinks would permit these values.

Preparation: discuss work-related values. Give examples:

being able to help other people on the job
being alone
being famous
having excitement
traveling
making alot of money

Ask for other examples. Who else holds these same values? Your family or friends? If becoming famous were important to you, what are some possible career choices that might interest you?

Resources:

c. Activity: read chapter #1 "Thinking About Personalities" and chapter #3 "Why People Work" from Discovery workbook and listen to corresponding tapes #1 and #3. Discuss answers to questions at end of chapters in small groups. (English class; guidance activity;

social studies class)

Behavioral evaluation: each student will list three personal values and three work-related values and indicate the degree of importance on a scale of 1=some importance, 2=important, 3=very important, of all six values in his/her career-related decision making.

Preparation: discuss personal values and work values. What is most important to you about your life or your life style? What is most important to you about the kind of work you do? Discuss assumptions underlying work ethic - work gives an opportunity for you to succeed in an endeavor, to do something well, to accomplish something over a period of time. Discuss the question "Does work have dignity and worth? What is the value of work".

Resources: Discovery.

2. Developmental objective: to recognize the external factors influencing career decision making.

   a. Activity: ask students to complete the following list. Discuss the different types of answers.

      1) A decision I made today was ________________
         The external factors influencing it were _______and ___________.
         Without these influences, I would have _______________.
      2) A decision I made in the past three months was __________.
         The external factors influencing this decision were ______and______.
         If I could have made this decision without these influences, I would have ________________.
      3) A career related decision I made in the past year was _________.
         The external factors influencing this decision were _________.
         If I could have made this decision without this influence, I would have _______________.

4) A decision I made in the past month was ___________.

The external factors influencing this decision were _____, _____, and __________.

If I could have made this decision without these influences, I would have ____________.

(English class, guidance activity)

Behavioral evaluation: each student will name five external factors which influence his/her decisions, and make a statement, to the satisfaction of the teacher or counselor, about how they have influenced their career related choice up to this time.

Preparation: discuss the types of external factors which effect decision making i.e. family, society, peers, the community, socio-economic status, geographical location. Ask for examples of each type i.e. peer pressure, lack of money, location of home, community needs. Give examples of how these factors can influence career-related decisions. Ask for personal examples of how this can happen to individuals. Ask students whether or not these influences can be overcome, how? and why?

Resources:

b. Activity: each student answers the following list with three different career choices.

1) a career which interests me, but which my mother would not like for me to pursue is _____________

2) a career which I like but which my father would not like me to pursue is _____________

3) a career which I like and most of my friends also like is _____

4) a career which I like but which does not exist in my community is ___________

5) a career which I like but which has no openings in my neighborhood at this time is ___________

6) a career which interests me but I have not been able to find out any information on is ___________

(guidance activity; English class)

Behavioral evaluation: each student will name the three careers which he/she is most interested in at this time and one external factor influencing each of these three choices.

Preparation: same as XIV, A, 2, a.

Resources:

c. Activity: divide class into groups of five students each. Assign each group a geographical area of the U.S. (New England, Eastern Seaboard, Midwest, Southwest, West, Northwest). Have each student choose three metropolitan or rural locations in his/her group's section of the country and research that area's products. This information can be obtained in the library in encyclopedias, from the chamber of commerce, etc. Each student makes a list of the three largest industries in their chosen area within the group's geographical area of the country and reports back to the class using any aids that they wish to use - lists, pictures, maps, drawings, pamphlets. A large map of the U.S is constructed with pictures identifying the various materials used and producted produced in each geographical area. (geography class; social studies class)

Behavioral evaluation: each student will name three career choices which he/she is interested in and state, to the satisfaction of the teacher, how geographical location might influence these choices.

Preparation: discuss the influence which geographical location exerts on career decision making. If you are interested in a career which is not available in your community, what could you do? Discuss concept of labor, materials, supply, demand.

Resources: map of U. S.

B. Unit goal: to facilitate the knowledge that the decision making process involves planning a choice of action and then implementing the plan.

1. Developmental objective: to understand how to construct an appropriate plan of action.

   a. Activity: ask students to complete the following list of plans. Instructions--give the first three steps in the following plans of action.

      1) If you had decided to take a part time job after school, what would your plan be?

      2) If you had decided to try to get better grades, what would your plan be?

      3) If you had decided to try to be more friendly what would your plan be?

      4) If you had decided to drop out of school, what would your plan be?

      5) If you had decided to find out more information about your favorite career, what would your plan be?

      (English class; guidance activity)

      Behavioral evaluation: each student will state three tentative career choices and three steps in a plan of action to explore each of these careers.

      E.g nurse; 1. visit a hospital
                 2. talk to nurses
                 3. find out about nursing school

plumber: 1. talk to a plumber
2. find out about requirements from a trade union
3. find out labor market supply and demand

Preparation: discuss various types of plans: a recipe, instructions to assemble something, a game plan, an architects plans or blueprints, sewing instructions, planning a party, drawing a sketch of something you will make. Having a plan helps you to organize your actions so that they occur in the best possible sequence. This is one way a person can control his/her life. A decision to do something is turned into action by using an appropriate plan. This plan can be in your mind before you make a decision or you can plan after the decision has been made. Ask for examples of decisions and plans of action. One plan which we all live by is our daily schedule. After you decide which courses to take, a plan for implementing these decisions was made, which is your daily class schedule. If you had decided to look for a job for this summer, what could your plan be? To whom would you speak, where could you go for information? If you are interested at this time in finding out more about your favorite career, what could your plan be? Where could you visit? Whom could you talk to? What could you read? How else could you find out about it?

Resources:

b. Activity: after reviewing available career information (books, pamphlets, Pennscript, D.O.T., filmstrips) students plan one month of activities which they may do individually, at home, in the community, at school, or with friends, to further explore their favorite careers. Each student constructs a month calendar with weekly and daily career-exploration oriented activities. Students discuss and share "plans" with one another, telling why the different activities were put into that particular sequence. (English class; guidance activity)

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, what a plan of action is, and why it is a necessary part of the decision making process.

Preparation: discuss available sources of career information such as people, local industries, pamphlets, books. Discuss how a person plans a course of action after make a decision and give examples. If you decide to do volunteer work in an occupation that interests you, what could your plan of action be? What is the first thing you could do, then the second? Discuss how organizing and planning action a head of time can benefit a person's decision making.

Resources:

2. Developmental objective: to understand how to implement an appropriate plan of action.

   a. Activity: divide class into groups of three. Each group plans three activities in or out of school and a plan of implementing those activities, which explore a career of their choice. Large group discussion ensues, comparing and contrasting activities and plans of action. (English class; guidance activity; home economics class)

   Follow-up: actually do the activities and plan which one of the groups has constructed.

   E.g, exploring a career as a chef.

      1. visit a restaurant--set aside a day for a field trip and choose a local restaurant, call the manager, make up a list of interview questions to ask.

      2. learn more about the requirements to be a chef, read

restaurant magazines, find out about culinary schools, ask a chef to visit the class to speak about the demands of his/her job.

Behavioral evaluation: each student will decide on one career which he/she is interested in exploring and plan three activities to explore it and then implement one of those activities.

Preparation: explain with suggestions from students the entire decision making process. (see activity. b, prep, B, 2 immediately following). Why is a plan of action necessary to carry out a decision? What do you do with this plan? What would happen if we did not use plans? Emphasize the importance of planfulness within the decision making process and the importance of acting upon or implementing those plans.

E.g. What if you decided you wanted to become a popular singer, but you had no plan to carry out this decision. Would this happen by itself or would you have to make it happen with some type of plan? What could your plan be if you decided to become a popular record singer?

Have students read short autobiographies of famous people of their own choosing. Discuss these people and how they made a decision, planned a course of action and implemented their plans to be who they are today.

Resources: autobiographies.

b. Activity: decide upon five favorite careers among the class members and invite guest speakers to class representing these five careers or career cluster areas. Speakers are asked in advance to be prepared to speak about the yearly demands of their occupations. Answering pre-planned interview questions from the class, the speakers discuss one calendar year on the job, breaking it down by months or seasons or whatever is most applicable, demonstrating how they plan their work or how it is planned for them. They should explain typical daily schedules to show how they implement this yearly plan.

Sample interview questions:

1) what is unique about your occupation?
2) who plans what you do?
3) what are the special demands of your occupation monthly or according to the seasons?
4) do the demands change?
5) how do you plan for unexpected changes?
6) what is your daily schedule?

Follow-up activity:

Plan field trips to visit these workers on the job.

(English class; social studies class; guidance activity)

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, a four-step implementation of his/her plan of action for exploring his/her favorite career for the next month.

Preparation: discuss the decision making process from beginning to end. Include: information gather, predicting outcomes, taking risks, choosing from alternatives, planning a choice of action, implementing the plan, changing the plan if necessary, Discuss the results of a decision if an appropriate plan of action is not implemented. Why do we have plans? What do we do with the plans?

Resources: guest speaker, transportation.

XIV. NEED: DECISION MAKING KNOWLEDGE (10-12)

A. Unit goal: to facilitate the knowledge that decision making involves risk taking and increasingly restricted compromises between what one wants to do and what is available.

1. Developmental objective: to understand that being able to take risks and predict outcomes are a necessary part of decision making.

a. Activity: first, each student lists his/her three favorite careers. Then, each student peruses a "Help Wanted" section of a local newspaper and selects three possible occupations which are most similar to his/her three chosen favorites, the ones he/she is most familiar with or knows he/she would like to pursue. Each student lists the risks involved in his/her choosing those particular occupations and predicts the possible outcomes of choosing each of those three. The group can discuss local occupational demands and what one should do if there is no demand for the type of work he/she is interested in doing. (geography class; English class; guidance activity)

Behavioral evaluation: each student will name one favorite occupational choice, one alternate choice and two risks and two predicted outcomes of his/her choosing each.

Preparation: discuss risk taking as it is related to career choice. What are the risks and predicted outcomes of choosing certain careers? Some risks are personal in nature, others come from the occupation itself, labor market, etc. When should you take a risk? Are you willing to take alot of risks or would you rather avoid them? How can you predict the outcomes of alternate choices? How do you pick the one which is best for you? If you think you are interested in an occupation for which there is little demand in your community or in the country, what should you do? Discuss the local occupational needs and how one can keep up to date on these trends. Discuss how the number of alternatives to choose from becomes increasingly restricted throughout one's development. It is more difficult to go in another direction, once a decision has been made. Have several different newspapers available, one for each student.

Resources: newspapers.

b. Activity: each student lists his/her three favorite career choices and then researches the supply and demand from 1965-1975 of their first career choice, stating the predicted trend for that career from 1975-1985. This research is compiled into a list of five risks and predicted outcomes for that career choice. The lists should include the risks and the internal and external factors which influence them based on labor market trends and personal needs. Recommended reading - Occupational Outlook Handbook, Department of Labor Statistics. (social studies class, guidance activity)

Behavioral evaluation: each student will state the greatest risk involved in his/her choosing his/her first career choice.

Preparation: discuss labor trends in the U.S. during the past twenty years and those predicted for the next ten years. Discuss where this type of information can be obtained. Discuss the types of risks involved in a career choice, the predicted outcomes of those risks, the external factors controlling career choice, and the internal factors which influence career risk taking. (interests, values, goals, etc.)

Resources: Occupational Outlook Handbook, Department of Labor Statistics.

2. Developmental objective: to recognize that compromises must be made between increasingly restricted choices.

a. Activity: all students play the high school version of the Life Career Game. Discuss decision making alternatives, and internal and external limitations which cause compromises to be made. (social studies class; English class)

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, three possible reasons for (or events which might influence) compromises to have to be made if he/she were to pursue the career of his/her choice.

E.g. I would like to be a veternarian but I don't know if my parents can afford college, also it is very difficult to get into vet school today and I am also allergic to dog and cat fur.

Preparation: discuss the Occupational Outlook Handbook and projected supply and demand of occupations. Each student is able to identify the outlook for the career of his/her choice. Discuss how, if you have started working toward a certain career goal and you change your mind about it, what limitations you will face. What are the advantages and disadvantages of changing your mind about a career? What do you do if the way to a certain career becomes "blocked" either due to unpredicted external factors or due to uncontrollable internal factors? What if you discover that you don't like or can't do the work for the career you are preparing for?

Resources: secondary version of the Life Career Game.

b. Activity: students describe in written form, three past decisions which they have made which were successful and three they have made which were not as anticipated for one reason or another (stating the reason also). The students are to identify the risks. predicted outcomes, and compromises involved in all six decisions. Discuss how theplans for implementing the three decisions that did not turn out as planned could have been altered (if possible) to facilitate the originally expected outcome. (English class)

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, a career choice and three possible compromises which may have to be made to implement that choice successfully.

Preparation: read the autobiography of a famous individual. Discuss the risks, predicted outcomes, at turning points, and the compromises which this person made in order to pursue his/her life's work. Discuss other related reasons which cause career choice compromises to be made, dividing them into internal and external factors. Discuss the career decision making process in relation to selection from fewer and fewer alternatives.

Resources: autobiographies.

B. Unit goal: to facilitate the knowledge that decision making is an on-going, planned, sequential process which must be practiced.

1. Developmental objective: to understand the sequence of the decision making process.

    a. Activity: each student identifies one major career related choice which he/she has made within the past several months. This choice must be broken down into the following components in a written exercise, with a statement explaining briefly the how, why, when or what of each component.

        1) Recognition of the need for a decision
        2) Clarification of interests, values, goals
        3) Identification of all alternatives
        4) Use of information
        5) Identification of risks and predicited outcomes or consequences

6) Recognition of internal and external limiting factors

7) Choosing the most appropriate alternative

8) Planning the choice

9) Implementing the plan

10) Evaluating the outcomes

(guidance activity)

Behavioral evaluation: each student will identify the ten steps in the decision making process.

Preparation: discuss the ten components of the decision making process (see activity above). Are all components necessary? What can happen if one or more steps in the process are skipped. Decision making is an on-going, and constant process. Sometimes you are unaware that it is even going on. When major decisions must be made, it is helpful to follow the process step-by step to ensure that appropriate decisions are made for that particular situation. Many smaller decisions and choices constitute larger decisions.

Resources:

b. Activity: students select a career by following the ten steps of the comprehensive decision making process discussed in the previous activity. Students then review how they completed each step to arrive at the final choice. Then introduce the following change in plans. Ask each student to rewrite step #9 as if they had either a) decided to get married or b) decided to drop out of school.

Questions students should answer:

1) Recognition: (How do you know you have to choose)

2) Clarification of interests, values, goals: (State two major interests, two work-related values, and one career goal)

3) Identify all alternatives available: (What other choices do

you have)

4) Information: (What books, pamphlets, places, people would you consult to find out about your alternatives)

5) List three risks and predict the outcomes of your choice.

6) Name three external and three internal limiting factors.

7) Select one alternative based upon all of the above.

8) List three steps in a plan of action, to implement your choice.

9) List three ways you could further implement your plan (three activities you could perform)

10) Evaluate what you think the eventual outcome would be, having followed all of the above.

(guidance activity)

Behavioral evaluation: each student will state how dropping out of school or getting married would change his/her individual career plans.

Preparation: discuss in depth the ten decision making steps of career choice. 1) How do you know you must choose something? 2) How do your interests and values effect your career goals? 3 and 4) How do you discover all of the options available? 5) What are the risks involved in each alternative? What would the outcomes be if you chose each alternative? 6) What factors within yourself may limit your choices? (abilities, interests, values) What factors outside of yourself may limit your decision? (parents, friends, money, geographical location) 7) How do you make the final choice? 8) What plans must be made once the choice is made? 9) What activities must you perform to actualize your plan? 10) What are the outcomes of your choice?

Resources:

2. Developmental objective: to practice the entire decision making process.

   a. Activity: the students are to make the following projected decisions and should be able to explain what criterion they based the decision upon, which steps in the process (refer to activity B, 1, a) they did and did not use, and what factors were the most influential in helping them decide:

      1) all courses for the next semester
      2) three extra curricular activities for next year (sports, clubs, hobbies, lessons.)
      3) one long-range career goal
      4) three tentative career choices
      5) one short-term career objective

      (guidance activity)

      Behavioral evaluation: each student will select one career goal and two tentative career choices based upon that goal and state to the satisfaction of the teacher or counselor, three reasons why he/she decided upon that particular goal and those particular career choices.

      Preparation: discuss the decision making process in its entirety. Emphasize the need to practice decision making in order to do it successfullly. Decisions are not judged as being "right" or "wrong" but as being appropriate or inappropriate. What can you learn from an inappropriate decision or one that for some reason does not come out as you had expected it to?

      Resources:

   b. Activity: each student writes a short essay entitled "My Career Choice and How I Made It". Included should be a discussion of long range career goals, short-term objectives, interests, work-related values, personal values, lifestyle, a plan of activities to carry out these objectives, and one or more alternate choices that may be implemented. (guidance activity, social studies class)

Behavioral evaluation: each student will name one long-range career goal in which he/she is most interested and three steps in implementing a plan of action to work toward that goal.

Preparation: discuss the decision making process (see XIV, B, 1, a) and how it is applied to all decisions. Ask for examples of personal decisions, career-related decisions, etc. Approximately how many decisions do we make each day. Give an example by going through one complete day from waking up to going to be sleep, pointing out the decisions, large and small, career related and not career related, choice points, alternatives, risks, predicted outcomes. Discuss the necessity for practicing decision making, just like any other skill, to be most successful at it.

Resources:

XV. NEED: DECISION MAKING ATTITUDES (K-3)

A. Unit goal: to encourage positive, flexible, attitudes to aid in decision making.

1. Developmental objective: to understand that flexibility is facilitating and rigidity is non-facilitating.

a. Activity: have three students role play the "New Student" dramatization. One student is new to the school and neighborhood and insists on being called "James" instead of Jim or Jimmy. At recess, he refuses to play softball or tag and he will not be friendly with any other students, even after they attempt several times to make friends with him. James insists on eating lunch alone, and will not walk home with anyone. Discuss the implications of these types of fixed behaviors. Why is James acting this way? What can you do to help him feel at home? What will happen if he stays this way?

Behavioral evaluation: each student will state one new activity he/she has never tried, but would like to try soon.

Preparation: discuss attitudes and feelings toward new people, places, ideas. How do you feel when your parents want you to try a new food? How do you feel when you are going someplace you have never been before? How do you feel when you are alone in a room with someone you do not know? Would you be willing to try a new game? What would happen if you never tried anything new or different?

Resources: role playing.

b. Activity: each student draws a picture of one choice that he/she made recently, which involved doing something new or different or trying something new, like new food, or game, or new clothing. Each student shares his/her pictures with the rest of the class, stating how he/she felt before, and then after making the choice. Ask other class members how they would feel if they made the same choice that their neighbors had made. Discuss how you can improve feelings toward making choices through open-mindedness, lack of hesitancy, and receptiveness to new things.

Behavioral evaluation: each student will state one choice he/she has made recently, which made him/her feel good, or happy, or want to do the same thing again soon.

Preparation: discuss the concepts of flexibility and change. Discuss how we change and how we don't always feel the same, don't always have the same reaction to things, don't always look the same. Discuss feelings surrounding daily choices. How do you feel when you are deciding what to wear for the day? How do feel when you are deciding what to eat or when you are going to walk to school. To help students understand this idea of change, have them bring in old pictures of themselves and if a camera is available, take current pictures of them for purposes of comparison. Display all pictures on the bulletin board and ask students how they are different now from when the old picture was taken.

Resources: old pictures, camera.

c. Activity: have students form two circles. Ask them to move around in the circles, walking behind the person in front of them, until you say "freeze". Then they are to strike a pose of their favorite person. See how long they can hold the pose. Ask them when they feel like moving again to raise their hands. What if they had to stay in the same position all day, without moving or changin their position? Have them start moving again when most have raised their hands. After a few moments, say "Freeze" again, and this time they are to pose as their favorite object, and hold the pose as long as they can, until most have raised their hands. Repeat a third time, asking them to pose as their favorite "anything". Then discuss how they felt after each change. What would happen if someone refused to ever change anything? How do you feel when you are "frozen" in one position, not being able to move or change? Could you stay that way forever?

Behavioral evaluation: each student will name one new or different activity he/she would like to try but has never tried before.

Preparation: discuss the concepts of flexibility, change, and fluidity as contrasted to rigidity. What would it be like if nothing ever changed, if everything stayed the same? How would you feel if nothing new and different ever happened? What would you feel like if everyday you got up at exactly the same time, even on Saturday and Sunday? What if you had to eat the same food, wear the same clothes and do the same things at school every day? What if everyone were "frozen" this way?

Resources:

2. Developmental objective: to understand how to adapt successfully to unexpected changes.

   a. Activity: create a puppet story around characters to whom unexpected things happen;

      Nancy was going to play with her best friend Joan after school, but Joan had decided to play with someone else. What could Nancy do?

Donna's mother was going to take Donna to the movies on Saturday but now she has to work and cannot go. What could Donna do?

Todd has decided to make a picture for his brother's birthday, but he cannot find any paper to draw on. What could he do?

Discuss how we adapt to unexpected changes, things that happen which we weren't planning on. Ask students for examples of something "unexpected" that happened to them. What did they do?

Behavioral evaluation: when presented with a situation which changes unexpectedly, each student will state, to the satisfaction of the teacher or counselor, what he/she could do instead, or how the plans could be changed or adapted.

Preparation: discuss feelings. Ask several pupils how they are feeling at the moment. Show several portrait photographs of people expressing feelings. Ask students to label the feelings. What do you think this person is feeling and why do you think this person feels this way. Have you ever felt this way? How do you feel when something changes your plans. If you had a quarter and you decided to buy something with it but you lost it on the way to the store, how would you feel? What could you do about it? Discuss how plans change unexpectedly and how you can change your plans if necessary.

Resources: photos of people expressing strong emotions.

b. Activity: several times throughout the day change the usual school routine unexpectedly. For example, shorten recess, lengthen free period. Ask an unknown person to come to class to work with the students. After each change, discuss with the students how they felt and why. Discuss open-mindedness, flexibility, adaptation to change. Then go over the following checklist with the students. Have them raise their hands if they think they would be willing to try the following activities. Discuss why the students would be willing or unwilling to do them.

1) Tomorrow, come to school earlier and leave for home earlier.

2) Today, try some new type of food in the cafeteria which you have never tried before.

3) Tonight, go some place with your parents you have never been before.

4) Play a new game you were not expecting to play.

5) Unexpectedly have to stay with someone you do not know.

Behavioral evaluation: when presented with a situation which involves change, each student will state, to the teacher's or counselor's satisfaction, an alternative action or plan.

Preparation: discuss adapting to unexpected changes. How do you feel at first when something that you were not expecting happens? Do you like surprises? If your family was going to go on a picnic and then your father had to work, how would you feel? What could your family do instead? How would you change your plans? If you don't think of something else to do, how will you feel all day? Finding something else to do, or making a new plan helps us to feel better.

Resources:

B. Unit goal: to encourage positive attitudes toward taking responsibility for decisions.

1. Developmental objective: to recognize that one is responsible for ones actions.

   a. Activity: read the first half of a story to the class in which a child makes a decision which does not work out as planned. Ask the class what the character should do about that decision.

Finish the story to see what the character does do. Discuss what can be done in situations like these.

Hazel has just learned to ride her two wheel bicycle. Her little sister, Violet wants to go for a ride with her, but her parents have asked Hazel not to ride anyone on her bicycle with her not just yet. What does Hazel do? What would you do?

Hazel rides Violet on the back of her bicycle and Violet falls off. Violet cuts her knee on the sidewalk and is crying very loudly. Hazel comforts her, and takes her home so the cut can be cleaned and bandaged. Hazel's mother asks her how her sister got cut, and Hazel tells her what happened, because she realizes that her decision to ride Violet on the bicycle did not turn out the way she had hoped it would, and her mother always wants to know the truth. What do you think Hazel will do the next time this choice or one like it comes up?

Behavioral evaluation: each student will state one choice which he/she made that did not turn out the way he/she had expected. State the way he/she will choose the next time the situation occurs.

Preparation: discuss how decision making is not always easy to do and that it takes practice to make the choices work out as you planned them to. If you make a choice and it does not work out for some reason, what could you do about it? If you are playing at a friend's house and you choose to stay there until after dark, and your parents have asked you always to be home before dark, what could happen? What would your parents say, and what would you say to them? Would you make that same choice the same way again?

Resources:

2. Developmental objective: to realize that some decisions are influenced by external factors.

   a. Activity: each student keeps a scrap book of pictures he/she has drawn or cut out of choices he/she has made, activities carrying out the choices, feelings surrounding the choices. Students insert pictures of external influences where they are appropriate. For example, pictures may include: picture of a girl with clothes chooosing what to wear; insert picture of mother next to this picture (mother told her to choose from three certain garments). Picture of a boy painting at easel, insert picture of teacher (teacher asked him to paint).

   Behavioral evaluation: each student will name two external factors which limit or influence his/her choices: mother, teacher, weather, friends.

   Preparation: discuss the variety of external factors which influence choice making. If you decided to play softball and it started to rain, what changes your decision? What could you do instead? If you decide to go to the movies alone, who might change your decision? There are many things which can influence our choices. Let's see if we can name them. Show pictures of these factors and have the students name them. People such as our family, our friends, the teacher, principal, or possibly where you live, money, or the weather. All of these outside forces influence and help us to make decisions. Discuss examples of all of these. Who or what decided how you get to school? Who decided what you wear to school or what you eat before you get here? Sometimes decisions are made for us by these outside factors. As we get older, we learn to make more and more choices by ourselves.

Resources: magazines.

b. Activity: list on the board fifteen activities that the students would like to be able to do in school today. From these fifteen, derive the ones that can be done in school and list them. Discuss the remaining activities that cannot be done and what outside forces are keeping them from being done, and influence them. For example: riding a bicycle in school.

Behavioral evaluation: each student will name two external factors, to the satisfaction of the teacher or counselor, which influence choices and state how they influence choices.

Preparation: discuss forces, factors, influences, outside of oneself and their effect upon choices. Some choices are limited by other people, some are limited by things that happen which we cannot control such as the weather, out location, etc. Ask for examples of choices which the students have made, which were influenced by something or someone outside of themselves.

Resources:

XV. NEED: DECISION MAKING ATTITUDES (4-6)

A. Unit goal: to encourage positive, adaptive, flexible attitudes to aid in decision making.

1. Developmental objective: to understand that flexibility is facilitating and rigidity is non-facilitating.

a. Activity: have student fill out the following list with three examples.

In the past, I have said I wasn't able to:

1.

2.

3.

But what I think I really meant was that:

1.

2.

3.

Discuss hesitancy and other reasons for not doing something at first. How can this be overcome?

Behavioral evaluation: each student will state one activity that he/she has been hesitant to try, but would like very much to try sometime soon.

Preparation: discuss concepts of flexibility and adaptability to newness, to change, and to being "different". Contrast flexibility with rigidity. How do you feel when you do something you have never done before? How can you overcome hesitancy to try new things? What does it feel like to try something new and different and discover that you really like and enjoy doing it.

Resources:

b. Activity: ask students to fill out the following checklist. Discuss reason for their answers.

Which of the following would you be willing to try? Place an X next to the number of the activities that you would like to test out.

1. eat a food you have never eaten before.
2. play a game you have never played before.
3. talk to a person you do not know, but would like to know.
4. wake up earlier, go to bed earlier.
5. visit a different church or synagogue.
6. read a book or magazine you have never ready before.
7. share a favorite possession with someone else.
8. do something to help someone else without being asked.
9. prepare a meal for your family.
10. try to fix something that is broken.
11. ask a new friend to come over to your house after school.
12. change your hairstyle.
13. wear a different type of clothing.
14. be friendly to the new person in school.
15. not use any money for five days.

Behavioral evaluation: each student will state one new and different activity he/she would like to try at school and one new activity he/she would like to try at home.

Preparation: discuss the advantages of flexibility and adaptibility. Discuss the disadvantages of rigidity. What would you feel like if you never did anything new or different? What would it be like if no one ever changed? How do you feel when you succeed at a new task? Discuss learning to overcome hesitancy and reluctance to try new things, activities, foods, clothes.

Resources:

2. Developmental objective: to understand how to adapt successfully to unexpected change.

   a. Activity: give each student modeling clay to work with. Ask him/her to decide upon an object to make which he/she likes and then to begin making it. After allowing student to work on the object for about fifteen minutes, tell them that there is no more clay available for this project, and ask them to change the object into something that they think their father would like for Father's Day. Allow them enough time to finish the object. Discuss how they felt when they were asked to change the object itself and the person who was going to receive it. Discuss change and what would happen if people refused to change.

      Behavioral evaluation: each student will name to the teacher's or counselor's satisfaction, one personal choice made recently which had to be changed, and why it was changed.

      Preparation: discuss flexibility in adapting to newness and to change which happens unexpectedly. Give an example of a young person who was hesitant to try anything new. She would not try on any new clothes, would not eat any new or different food, would not play any new games, would not talk to anyone she did not know. Discuss the advantages and disadvantages of being this way. What would happen if everyone refused to accept newness and change?

      Resources:

   b. Activity: tell students they have thirty minutes as a free period and may work at whatever they choose. Have the students working in groups of five at various different and new tasks throughout the room. After five minutes, at the words "stop working", each student is to stop doing what he/she is doing, and choose a new task area. After five minutes, repeat the same procedure. Repeat again five minutes later. Discuss how they felt after each rotation. How did they feel a few moments later after they started the second new task? Did they like starting and stopping three new and different tasks?

Behavioral evaluation: each student will state to the teacher's or counselor's satisfaction, two choices which he/she has made recently which had to be changed, and explain how he/she changed them.

Preparation: discuss the concept of change, and how we feel when things change suddenly or unexpectedly. What can you do to adapt to these changes? Do you make the best of things, try something else, become angry or give up?

Resources: new learning tasks or activities.

B. Unit goal; to encourage positive attitudes toward taking responsibility for decisions.

1. Developmental objective: to recognize that one is responsible for one's own actions.

   a. Activity: read three situational stories about youngsters who made decisions which did not turn out the way they expected. Ask the students what the youngster should do in each case: blame someone else for the decision, try to make a better choice the next time, etc. Encourage students to think about accepting the responsibility for all decisions made by them, whether they turn out as expected or not, and to learn from the experience. Ask students how they can make more appropriate decisions the next time.

Behavioral evaluation: each student will state one decision which he/she made recently which did not work out as planned, and how he/she would change the decision the next time it, or a similar decision had to be made.

Preparation: discuss decision making outcomes. How do you know when a decision is working the way you want it to, and when it is not? Ask for examples of decisions which did and did not work out. When a decision turns out the way we expected, it usually makes us feel good, and we are proud to admit we made it. What happens when a decision does not make us feel very good because it did not turn out the way we expected? What can we do when this happens? If you decide to try out for a baseball, hockey, or tennis team and you don't make it, how do you feel? What can you do about this decision? Do you blame the judges for your not making the team or do you think about the fact that you did not practice before you tried out and everyone else did? Discuss the inevitability of having some decisions not turn out as you had planned no matter what you do because of the risks involved and uncontrollable external forces. Do you still take responsibility for these decisions and should you?

Resources: situational stories.

b. Activity: show Decisions, Decisions, Decisions and Ways People Decide, two filmstrips and cassettes. Discuss the implications by relating them to the students personal lives. How do you decide things? How do you feel when you must make a decision?

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, one decision he/she has made or will make and a plan for taking responsibility for the actions involved.

Preparation: discuss how we make "valid" or "invalid" or "appropriate" or "inappropriate" decisions and not "right" or "wrong" or "good" or "bad" decisions. Contrast with problem solving: When you solve a problem, such as a math problem, there is a right or wrong answer, 2+2=4 not 2+2=5. When a decision is made, either it works or it doesn't work toward a desired outcome in a certain situation, making it suitable or fit or apt, or not suitable, fit , or apt for those given circumstances. But a decision with a "good" outcome may have been made poorly. The quality of a decision involves the process of making it as well as the results.

c. Activity: read together a short biography of a worker. Discuss the occupational decisions which the worker made or has to make. Then discuss, and list on the board the various types of occupations which students are interested in and ask for suggestions of the special types of decisions which people who hold these occupations must face. List the ways in which these people accept the responsibility for these decisions.

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, one decision he/she made this week and how he/she accepted the responsibility of it.

Preparation: discuss the concept of responsibility..Discuss the risks involved in decision making. If a decision does not turn out as you expected, what can you do about it? If you make a decision, plan to carry it out, and then find that it isn't going to work, what can you do about it. Who should accept the responsibility for your decisions, whether they turn out as expected or not? Who should accept the responsibility for the decisions that your parents make? Who should accept the responsibility for the decisions that the government makes? What can we do if we disagree with these decisions? In carrying out decisions, you must have a plan, and then take action to implement the plan. This is one way of accepting the responsibility for the decision.

Resources:

2. Developmental objective: to understand that some decisions are influenced by external factors which are difficult to control.

   a. Activity: list the external forces which influence decisions and number them one to ten: weather, parents, friends, location, money, etc. Ask the students to concentrate on what happened to them yesterday, all day from getting up in the morning to going to sleep at night. Each student lists five to ten decisions or choices he/she made on that day. After each decision, the student should list at least one external factor which influenced that choice. A group discussion should follow about the influences and whether or not anything could have been done to change the influence and whether or not you would want to change the influence.

   Behavioral evaluation: each student will state three decisions he/she made today, and one external factor influencing each choice.

   Preparation: discuss external controls which influence decision making (society, peers, parents, weather, money, location). Ask students for example of situations when they were not able to make their own decisions. How were the decisions made and who or what influenced the outcome of the decisions ? List all external controlling factors on the board include authoritarian figures (parents, society, teacher, principal, police). What other types of factors can influence a decision? Include geographical location, lack of resources, weather, and ask for examples of how these factors exert control over a person's decision making. Who influences what you eat or what you wear. What influences your decision to go or not to go on a picnic?

Resources:

b. Activity: role play several decision making situations which involve students with authoritarian figures or factors controlling their decisions. For example:

Student/Student--A student sees a friend take something from the teacher's desk when she is out of the room. What decisions does the student make? What external factors are influencing this decision?

Five students plan to take a bike hike on Saturday and it rains. What do they do? What is controlling their decision?

Discuss adaptation to external factors which cannot be controlled, learning how to change those which can be controlled, and flexibility in dealing with authorities. Ask: if you disagree with an authority, what can you do about it?

Behavioral evaluation: each student will name one decision which he/she has made within the past week which was influenced by an external factor, what the factor was, and whether or not this influence could be questioned or changed.

Preparation: discuss the external factors which control our decision and then list them on the board in the following way:

People	Things
Mother	Society

Father

Friends

Brothers, Sisters

Relatives

Teacher

Principal

Government

Money

Materials

Geographic Location

Weather

Discuss the implications of questioning an authority that is exerting an influence on a person. If you decide to do something which you have been told not to do or you know you shouldn't do, or have been asked not to do, who takes the responsibility for that choice? If it works out, what happens? If it doesn't work out, what happens? How can you go about disagreeing with an authority? Lead into a discussion of the laws that we live by. Resources: role playing.

XV. NEED: DECISION MAKING ATTITUDES (7-9)

A. Unit goal: to develop an awareness of how decisions are influenced by attitudes.

1. Developmental objective: to explore the origins of attitudes.

a. Activity: list ten controversial topics for discussion on the board. Divide the class into groups of three students each for panel discussions. Each group selects one of the topics to lead a class discussion, stating their opinions, which are verbalized attitudes on the topic. Discussion should include sources which influence their opinions (peers, family, religion) and what decisions they have made or could possibly make based on these attitudes.

Sample topics:

drugs
sexual needs
ecology
war
energy
abortion
feminism
homosexuality

(English class; guidance activity; human relations class; government class; social studies class)

Behavioral evaluation: each student will state three attitudes which he/she has and three decisions which he/she has made or will make based upon these attitudes.

Preparation: clarify definitions of attitudes, values, opinions, value judgements, beliefs, and give examples of each. Ask for the student's personal examples of each. Emphasize the importance of allowing everyone to hold his/her own unique set of values, attitudes, and beliefs. Discuss the origins of attitudes. Who has the same attitudes that you have? Do your friends and parents have similar attitudes? Ask for examples of attitudes which the students have that differ strongly from those held by their parents and are a source of conflict. Discuss the highly personal nature of attitudes. Should we force others to change their attitudes so that they are in line with our own attitudes? How do attitudes, beliefs, values, influence our daily decision making? How do they influence our government's and society's decision making.

Resources:

b. Activity: using the J. C. Penney values clarification kit, discuss values, and how our attitudes are based upon our own value structure. (English class; guidance activity; social studies class)

Behavioral evaluation: each student will state three values which are important to him/her and three attitudes stemming from each of these values.

Preparation: compare and contrast values, beliefs, attitudes, myths, standards, laws, ethics, opinions. Emphasize value structures and their relationship to attitudes and opinions. Discuss the personal nature of values and attitudes. Where do attitudes come from and who holds the same attitudes that you hold?

Resources: An Introduction to Values Clarification.

2. Developmental objective: to explore the attitudes which influence career related decisions.

a. Activity: read the Job-O pamphlet, answer all questions, and discuss how interests, values, attitudes, can effect the various job-related decisions which must be made. What types of attitudes are important to be successful in any type of work? List five.

Discuss the decisions which might be made on the basis of these attitudes. (guidance activity; social studies class)

Behavioral evaluation: each student will name three occupations which are of interest to him/her and three attitudes that he/she has toward the following aspects of the occupations: hours, pay, prestige, location, fringe benefits.

Preparation: discuss definitions of attitudes, values, beliefs, opinions, and value judgements. Discuss the origins of these phenomena. Discuss who else holds the same attitudes as the students. An opinion is a verbalized attitude toward a certain object, person, place, or thing. Ask for opinions on the following topics: use of drugs, war, sex before marriage, religion.

Resources: Job-O Kit.

b. Activity: review "The World of Work" filmstrip and cassette. Discuss why we work, and why the choice of what we do as an occupation for the rest of our lives is a very personal decision. (English class; guidance activity; social studies class)

Behavioral evaluation: each student will state two reasons why he/she would like to work when he/she is finished with school.

Preparation: discuss the value of work. Discuss the feeling of success which comes from a job well done. Discuss the psychological and material rewards of doing something well and the worth of work.

Resources: "The World of Work".

c. Activity: play band #1 on the record from Career Decisions and do worksheet #1. Explore work attitudes. (guidance activity; social studies class)

Behavioral evaluation: each student is able to state three work-related attitudes which give success on the job.

Preparation: discuss work-related attitudes. How do attitudes affect your career decision making. What attitudes are important on the job? What effect do attitudes have on daily living?

Resources: Career Decisions: Finding, Getting, Keeping a Job.

B. Unit goal: to facilitate positive, adaptive attitudes to aid in the decision making process and in the acceptance of its inherent responsibilities.

1. Developmental objective: to understand that flexibility is goal facilitating and rigidity is goal inhibiting.

a. Activity: have each student fill out the following checklist, checking activities which he/she would like to try:

1) Not watch TV for two weeks
2) Ask a new friend over to your house
3) Wear something different and unusual to school
4) Change your hair style
5) Be friendly to the foreign exchange student
6) Volunteer to do a special project for a certain class
7) Eat some type of food that you have never eaten before
8) Play a game you have never played before
9) Do something for someone without being asked
10) Go to a new school
,11) Try to do a job you have never tried before
12) Read something you have never read before

Each student is then to select the one activity which he/she would most like to try and one activity he/she would be most hesitant to try and write a brief explanation of why he/she feels this way. (English class; guidance activity; social studies class)

Behavioral evaluation: each student will name one incident in which he/she acted inflexibly and what the outcome of that behavior was.

Preparation: discuss the advantages and disadvantages of rigidity. Do you know someone who never likes to try anything new? Sometimes you may have felt this way but what did you do to overcome it? What if there was never anything new to try? How does your grandmother and grandfather feel about your activities, clothes, dances, etc.? How are they different from what they knew as teenagers? Discuss the relationship between flexibility and decision making.

Resources:

b. Activity: have each student bring in a photograph of him/herself which was taken at least five years ago. Using this as a stimulus, each student is to list seven ways that he/she was five years ago (interests, attitudes, opinions, beliefs). "I was . . . . " Then list seven ways that he/she is now: "I am . . . ." Then list seven ways he/she thinks he/she will be in five years: "I will be . . . . . " Discuss these changes which have occurred in each student as they are related to a rigidity--flexibility continuum of behaviors and attitudes. Are you more or less rigid than you were five years ago? Discuss the differences in personal decision making then and now. (guidance activity; health class)

Behavioral evaluation: each student will state one way in which he/she has changed in the past five years and one decision which was made on the basis of this internal change.

Preparation: discuss the concept of change. How do we adapt to, or make internal changes? How do we adapt to external change? What are some of the indicators that a person is having difficulty adapting to changes? Discuss the advantages and disadvantages of being either rigid or flexible. If a person is rigid highly structured, extremely hesitant to try anything new, how does this effect his/her decision making? Bob does not like new people, places, or things. He is very set in his ways. He always gets up at the same time everyday, goes to bed at the same time, eats the same food at the same time everyday. If a friend invited him to go on a campting trip in the woods for three days, do you think that he would decide to go? Kathy is a fun-loving, relaxed, sociable person who loves to try new foods, new games, and having new experiences. If a friend asked her to go on a camping trip, what do you think her decision would be? What are the advantages and disadvantages to being the way Bob is, or the way Kathy is? Which way are you?

Resources:

2. Developmental objective: to understand how to accept the responsibility for your actions.

   a. Activity: review "Counseling in Vocational Decisions", filmstrip and cassette. Discuss the value of seeking outside assistance (i.e. from counselor) in making vocational decisions and still being able to maintain independence in decision making. Discuss who ultimately is responsible for a decision. (guidance activity; social studies class)

   Behavioral evaluation: each student will state to the teacher's or counselor's satisfaction, three reasons for seeking outside assistance in vocational decision making.

   Preparation: emphasize the importance of taking the responsibility for your own decisions by seeking help with information, considering all alternatives, planning, predicting outcomes, etc. Discuss the highly personal nature of a vocational decision. Discuss outside influences and their impact upon decisions. Who has to live with the decisions you make? Discuss the integrity and independence of decision making.

Resources: "Counseling in Vocational Decisions".

b. Activity: each student is to interview a worker who works in an area the student is particularly interested in at this time. Each student is to list three decisions this person must make daily on the job and two major decisions this person makes yearly on the job. Every decision is followed by an explanation of how the worker accepts the responsibility for the decision. This should include a plan of action, how the plan is implemented, and what is done if the plans don't work out as expected. (English class; government class; guidance activity)

Behavioral evaluation: each student will name one decision that he/she would have to make working at his/her favorite occupation and state to the teacher's or counselor's satisfaction, how he/she would take the responsibility for the decision.

Preparation: discuss responsible decision making in regard to personal life, working life, on-the-job group decision making, and governmental decisions as they are related to ethics and law. Discuss the feasibility of alternative courses of action if a decision becomes inappropriate on the national level. What do we do if we make inappropriate decisions for our own life? When you implement a plan of action, does your responsibility end there or are you responsible for the consequences also?

Resources:

c. Activity: have the students list five decisions they have made in the past month. Next to the decision, each student is to state whether or not the decision turned out as planned or as expected. Beside those decisions, which did not turn out as planned, the student should state why this happened and how a more desired outcome could have been achieved. (English class; guidance activity; social studies class)

Behavioral evaluation: each student will state to the teacher's or counselor's satisfaction, what it means to take responsibility for a decision, whether the outcome was desireable or undesireable.

Preparation: discuss the meaning of responsible decision making. Discuss the entire process which includes: recognizing that a decision has to be made, knowing all the available alternatives, collecting information, determining risks, predicting outcomes, choosing an alternative, constructing a plan of action, and implementing the plan. How does one learn to accept the consequences of a decision?

Resources:

XV. NEED: DECISION MAKING ATTITUDES (10-12)

A. Unit goal: to develop an awareness of how decisions are influenced by attitudes.

1. Developmental objective: to understand the origins of attitudes.

   a. Activity: using the Valuing Discussion Guide and tape, each student takes a turn being group leader, discussing pages 1-29, answering all questions. (guidance activity; English class; social studies class; human relations class)

   Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, the six basic steps in the valuing process and make a statement about the relationship between values, attitudes, and decision making.

   Preparation: discuss the definitions of values, attitudes, opinions, value judgements, valuing process, attitudinal referents, and social mores. How do we develop our attitudes? Does everyone in your family have the same attitudes toward sex? religion? drugs? work? If we value something highly and if it is very important to us, what is our attitude toward it? Prepare students to use the guide without a leader, having each student take a turn being leader, asking questions, stimulating discussion, and then passing the book to the person next to him/her.

   Resources: Valuing: A Discussion Guide for Personal Decision Making.

   b. Activity: after viewing "Career Values--What Really Matters to You" Part III--Chance Taking, conduct a panel discussion on how attitudes stem from value structures. Focus on risk taking attitudes and how they influence a person's decision making.

(guidance activity; English class; social studies class)

Behavioral evaluation: each student will make a statement, to the counselor's or teacher's satisfaction, about the relationship between values, attitudes and career decision making.

Preparation: discuss values, value structures, value judgements, attitudes, opinions (verbalized attitudes), and their relationships to one another and then to career decision making. How does an attitude become an attitude? Do attitudes change? What type of attitude influences decisions?

Resources: "Career Values--What Really Matters to You" Part III-Chance taking.

2. Developmental objective: to explore the attitudes which influence career related decisions.

   a. Activity: read chapters 1, 2, and 3 of Your Attitude Is Showing. Discuss human relations, attitudes, and how they are closely related to success in a person's life work. (guidance activity; English class; social studies class)

      Behavioral evaluation: each student will briefly describe to the satisfaction of the teacher or counselor, seven work-related attitudes and how they can contribute to successful decision making in an occupation.

      Preparation: discuss attitudes and their relationship to decision making. Discuss work-related attitudes, their origins, how they differ among people and how they influence career-related decision making as well as having an effect upon a person's success in a career. Discuss human relations skills in reference to the statement: "your attitude speaks so loudly, I can't hear what you say".

Resources: Your Attitude Is Showing: A Primer on Human Relations.

b. Activity: after viewing Jobs and Gender, and listening to accompanying cassette, conduct small group discussions on the topic of "How much does my sex influence my job choice?" Is this influence internal from myself or external from other sources i.e. peers, family, society? (guidance activity; social studies class)

Behavioral evaluation: each student will make a statement to the satisfaction of the teacheror counselor about his/her three favorite career choices and how much his/her sex type influences each choice.

Preparation: discuss attitudes about sex role stereotyping as they relate to occupational choice. Do you see yourself as being helped or hindered in your choice of work because of your sex? Do you consider yourself a traditionalist or non-traditionalist in your attitudes toward "sex role". List on the board some of the occupations which are beginning to "open up" to the other sex i.e. nursing, telephone operators, telephone installers, the professions, various construction jobs, etc.

Resources: filmstrip and cassette--Jobs and Gender.

B. Unit goal: to facilitate positive and adaptive attitudes to aid in the decision making process and in the acceptance of its inherent responsibilities.

1. Developmental objective: to understand that flexibility and adaptibility are goal facilitating and rigidity is goal-inhibiting.

a. Activity: in a written exercise, each student is to state one major career-related goal, predict two possible changes caused by internal or external factors which may occur and cause a re-direction of behavior toward that goal and one alternate plan of action which he/she could employ to work toward the goal.

For example:

Goal: I would like to go to college to study education.

Internal Change: I may discover that I do not like college once I am there.

Re-direction: If I don't like my first semester, I could see a counselor, stay in school one more semester, and see if I enjoy it more, or explore other post-high school training.

External Change: I find out that my parents will not be able to afford to send me to college.

Re-direction: I could apply for a scholarship or loan to help me through school. I could also look for part-time work while I'm in school to help me financially.

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, one career goal, one plan of action to work toward that goal, and one alternate plan. (guidance activity; social studies class; psychology class)

Preparation: discuss the concept of change. Is it necessary? How does it occur and have you changed in the past two years? How do you adapt to change and what are the differences between being flexible and being rigid? Discuss the advantages and disadvantages of each as they are related to the decision making process. How do your attitudes and opinions toward change compare to those of your parents and grandparents? Describe a "rigid" individual and he/she might make decisions. Describe a "flexible" person and state how he/she might make decisions.

Resources:

b. Activity: have each student write a short essay on his/her life style five years from now, using the following criteria:

   1) a statement of a career goal and two objectives used to work toward that goal.
   2) a statement of his/her personal living situation (where, how, with whom, in what kind of dwelling)
   3) a statement of personal interests and values.
   4) a statement of one possible major internal change which may have to be adapted to and one possible major external change which may have to be adapted to.

   The life style projection should be as honest and realistic as possible. (English class; biology class; social studies class)

   Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, three advantages to being flexible in outlook, attitudes and behavior, and three disadvantages to being rigid in outlook, attitudes, and behavior.

   Preparation: discuss the concepts of change, flexibility, growth, and adaptation. Give examples of living things adapting to their environment through evolutionary stages of growth as well as examples of man's capability to manipulate and change the environment (often with unknown consequences). Discuss some of the projections for the future of mankind from Alvin Toffler's Future Shock and how we could or could not adapt to them. Contrast flexibility in growth and development with rigidity.

   Resources: Future Shock.

2. Developmental objective: to understand how to accept the responsibility for decisions and related actions.

a. Activity: conduct a panel discussion on the topic of responsible career oriented decision making. Answer the following questions: Who should be happy with the decisions? Who should be responsible for a plan of action? How do you implement various career decisions? What do you do if the decisions do not turn out as expected? Each student then makes a personal list of career related decisions which he/she has made or will make soon and a brief description of how he/she did or did not accept the responsibility for those decisions. What could have been done to make the decision outcome more desireable? This is a list that is kept for weekly additions throughout the year. (English class; social studies class; guidance activity)

Behavorial evaluation: each student will define responsible decision making to the satisfaction of the teacher or counselor. This must include the steps in the process of decision making and accepting the responsibility for actions whether the decision has desireable or undesireable outcomes.

Preparation: discuss responsible decision making on personal, family, peer group and governmental levels (ethics and law). Who assumes the responsibility for these decisions? What can be done if the results do not turn out as expected or the decision outcome was undesireable. Discuss some of the causes of decisions which do not turn out as expected. Reasons may include: not recognizing the need for a planned decision, having inadequate or irrelevant information, selecting an alternative for an inappropriate or possibly too highly selfish reason, not predicting the various outcomes, taking too great a risk, not planning the decision properly and not implementing a plan of action.

Discuss the feelings which surround an inappropriate decision. Is it difficult or easy to make a mistake?

Resources:

b. Activity: each student constructs a list of "My personal code of ethics", listing the seven ethical behaviors he/she thinks are most important. This list is used as a spring board for discussion.of how decisions and actions are influenced by personal ethics. (guidance activity; English class; social studies class)

Behavioral evaluation: each student will make a statement about the influence of ethics upon decision making to the satisfaction of the teacher or counselor.

Preparation: discuss and define ethical codes and their relationship to values, attitudes, and law. How are ethics determined and are they the same for everyone? Discuss the effect of a personal code of ethics on personal decision making. Discuss the ten commandments in relation to ethics and values and to law.

Resources:

XVI. NEED: DECISION MAKING SKILLS (K-3)

A. Unit goal: to emphasize the utilization of some of the self characteristics in decision making.

1. Developmental objective: to be able to identify self goals.

a. Activity: have students consider what their classroom would be like if everyone were allowed to talk loudly all the time (in such a way as to disturb others). Choose several students to role play the scene--some students trying to work, others only playing. Then have students decide how they want their classroom to be, and what kinds of things need to be considered. List these on the blackboard.

Behavioral evaluation: each student will draw a picture representing the way he/she thinks the classroom should be and give two reason, to the satisfaction of the teacher or counselor, for his/her decision.

Preparation: introduce the idea that knowing what you want is not always so easy. Use simple examples (e.g. consider how you'd feel after three days of nothing to eat but Bubble Gum flavored ice cream).

Resources: role playing, art materials.

b. Activity: put several category titles on the blackboard of things students know about or are particularly interested in (cars, kinds of dolls, sports hereoes, television characters, buildings, story characters, etc.). Then have students choose what kind of object they would like to be if they were of that category--a Volkswagen or a Cadillac if they were a car, a Barbie doll or a Baby Beans if they were a doll, Roosevelt Franklin or the Cookie Monster if they were Sesame Street characters.

Behavioral evaluation: each student will pantomime his/her favorite object/category and give, to the satisfaction of the teacher or counselor, at least two reasons why he/she would choose that particular one.

Preparation: same as XVI, A, 1, a.

Resources: pantomiming.

2. Developmental objective: to be able to identify personal strategies.

   a. Activity: have students consider a story in which the main character wants a special kind of candy very badly. He/she had it only once before and doesn't usually have the money for candy. A neighbor woman offers the child a dime for each time he/she will run to the market on the corner for milk and cold cuts. The candy costs 25¢ and the woman has already hired the main character twice, so he/she has saved 20¢. By the time he/she can almost taste that candy but is still short the 5¢. Some choices might be to wait for another job from the woman, look for another way to earn a nickel, borrow it from a friend and share the candy, borrow it from a friend and pay him/her back, steal the nickel, steal the candy, etc. Have a few students take turns pantomiming what he/she would be willing to do to get the candy.

   Behavioral evaluation: each student will do a charcoal sketch or colored pencil drawing depicting the strategy he/she would take to get something special he/she wants very much; eg. drawing of a student working or talking to a friend about borrowing etc.

   Preparation: explain to students that learning how to decide things involves several considerations. In addition to needing to determine just what you want, it is also necessary to identify what you're willing to do to get it.

Resources: art materials.

b. *Activity*: have students consider a story about Sam and Angie who are brother and sister and also very good friends besides. Sam is a little older than Angie but they still spend a lot of time together and like each other a lot. Both Sam and Angie like to play out on the street, stick ball or street hockey, but don't get too much time since they go to school and have to come in by supper time. One afternoon when they were cutting up newspapers to make hats and pom-poms, Sam spilled a whole jar of paste on the rug. Sam's mom said she wasn't *that* mad but that whoever spilled the paste would have to clean it up before playing outside. Sam had his turn coming up in a marble game and he was very anxious to win a special catseye boulder. It was now or never. Angie knew how important the marble was to Sam. Sam told his mother that he didn't know anything about the paste. Angie was always loyal to Sam but this made her pretty mad, and she wanted to play out too. What should she do now? Have students identify the various choices that Angie would have and write them on the blackboard.

Behavioral evaluation: each student will state how he/she would have behaved in the Sam and Angie story and give, to the satisfaction of the teacher or counselor, at least one reason why.

Preparation: suggest that sometimes we want things that aren't objects, and that it can be hard to decide how to get or keep these things (e.g. good friends) and still get some part at least of what we might want. Encourage personal identification.

Resources:

B. Unit goal: to emphasize the utilization of information processing in decision making.

1. Developmental objective: to be able to recognize the effects of environmental influences.

   a. Activity: from old National Geographic magazines or other sources of cultural studies, have students cut out and make collages out of pictures showing people dressed in clothing appropriate to the climate in which they live. Have them consider how those climatic influences might affect a little girl's decision about what to wear to a party or a boy's decisions about how he would spend a free afternoon.

      Behavioral evaluation: each student will give at least two examples of decisions he/she has made within the last two weeks that were determined or influenced by physical considitons in his/her environment.

      Preparation: introduce the idea of environmental influence and suggest that many things around us affect our decisions, as do things we want or strategies we will utilize to get them.

      Resources: magazines, art materials.

   b. Activity: have students role play a skit in which Terry, a black, 7 year old girl, was chosen to go to a fresh air camp for the summer in the suburbs of the city where she lived. She was very excited and proud and wanted to go very much. Even though it wouldn't cost her family anything, Terry knew that her father counted on her to help with the market he ran--she could only do a few things like show customers where things were or take the money to her father, but all the same she knew it helped and her father liked it. Terry's mother didn't say much about the camp when she was told; she only seemed a little worried and wondered who would help her with the younger children at home. Terry's mother and father said she could make up her own mind about going. But Terry decided not to go. Why? After role playing, have each player describe how the character he/she played might have felt in that situation.

Behavioral evaluation: each student will draw a picture or brief series of pictures representing at least one decision he/she made that was influenced by his/her parents or family.

Preparation: expand environmental influence to include no-objects (parents, siblings, etc.). Suggest that we are not always free to consider only what we might want and that even what we want itself may be influenced by what others close to us want, or think, or expect of us. Stress that is is sometimes rather difficult to deal with these influences until we understand their relationship to us better.

Resources: role playing, art materials.

2. Developmental objective: to be able to distinguish useful from irrelevant information.

   a. Activity: show students a teacher selected series of pictures relevant to a school aged child making a decision. This can be on a very concrete level such as a child deciding what to wear outside and looking at a thermometer and then at the sky, to see, for instance, if it's cold and wet or warm and dry, etc. Insert one picture that has nothing to do with that decision (although it might be of interest to the student on other grounds) e.g. a picture with a calendar showing what day of the week it is. Ask students to eliminate one picture and have them explain why.

   Behavioral evaluation: each student will give an example of a recent decision he/she has made and will give at least two pieces of information he/she used (e.g. went to bed early because I was tired and had a busy next day planned). Then he/she will give another piece of information that was factual but irrelevant to the decision (e.g. the moon was full).

Preparation: introduce the role of information in decision making. Suggest that information is essential but that the information used must relate directly to the decision at hand.

Resources:

b. Activity: have students make a class mural on decision making. Have them select three decisions they are often faced with (e.g. watch TV or play outside; do homework or skip it; play hop scotch or marbles, etc.) and represent them in drawings, photographs or pictures. Have them label the information that is important to the decision and add some facts that may be of interest to them or relevant to another decision but irrelevant to that one. Discuss how some information may be important to one decision and useless in another.

Behavioral evaluation: from the mural, each student will identify at least one decision and one piece of useful information for that decision. Then he/she will identify the irrelevant information for that decision and hypothesize, to the satisfaction of the teacher or counselor, another situation in which that information would be useful.

Preparation: work through several decisions verbally to illustrate the use of information while at the same time stressing that much information might be useless for any one particular decision.

Resources: art materials.

3. Developmental objective: to be able to identify alternatives.

   a. Activity: have a group of students use puppets and act out a situation in the school playground in which a decision has to be made about how to pick leaders for kickball teams. Without any rehearsing have individual puppeteers suggest different ways of choosing the team leaders. Have other students or the teacher list these on the board, while player complete the scene (making the decision). Then have students count the number of alternatives and discuss the advantages of each. Have player indicate how they arrive at the alternative they choose (i.e. what were the advantages that made it a better or more suitable choice than the other alternatives).

      Behavioral evaluation: each student will draw a picture of him/herself making a decision he/she made within the last week. Then he/she will draw at least one other picture representing an alternative that he/she might have taken but did not.

      Preparation: give concrete and simple examples of alternatives that they think relate to decision making. Stress that one has a better chance of getting what he/she wants if he/she knows all the alternatives or as many of them as possible.

      Resources: role playing, art materials.

   b. Activity: have students consider the story of Billy who had nine brothers and sisters and didn't really have much attention paid to him by his mother. Billy's father didn't live with the family but used to come now and then (not always on the day he promised and never on time) to visit. Billy looked forward to these visits and when his father told him that in two weeks, on Saturday, he would come and take Billy, all by himself, anywhere he chose, Billy was very excited. He thought and thought and decided on going to to the football game. Saturday morning came and went and there was no sign of Billy's father. Early afternoon came and went. The time for the football game came and went. At 5 o'clock Billy's father came and didn't even say he was sorry. Billy was hurt and angry, but his father was here now and was asking him what he'd like to do. Have students consider the following possibilities and fill in others:

Billy could

(1) pout
(2) tell his father to go away; it was too late to go to the game
(3) pretend he wasn't angry and go to the movies instead with his father
(4)
(5)

Have students think of alternative ways for Billy to behave and other alternatives for his plan of going to the football game.

Behavioral evaluation: each student will state an example of some plans or a decision already made that didn't work out the way he/she had hoped and describe it to the satisfaction of the teacher or counselor. Then describe the alternative path he/she took.

Preparation: suggest that alternatives may lie in kinds of coping behaviors as well as in concrete things-to-do and that some of our decisions, even when made carefully may not work out (risk). These demand flexibility and an ability to identify alternatives.

Resources:

XVI. NEED: DECISION MAKING SKILLS (4-6)

A. Unit goal: to emphasize the utilization of self values in decision making.

1. Developmental objective: to be able to identify goals.

a. Activity: have students discuss some of the conflicts they have within their families. Select the three most common ones and have several small groups role play the situations as they usually occur. Then have other groups (or pairs) role play the way they would like them to go (e.g. conflict over who gets to choose the television show watched; as it is a big argument ending in an uproar with no one watching anything but as it might be, take turns with no arguing or children watch during certain hours). Then have students attach their own goals in the conflict situation to a value they hold. For example:

goal: compromise in watching television
value: good family relationship without losing out completely

goal: watch what I want only
value: getting what I want

Behavioral evaluation: each student will list at least three goals he/she has in his/her relationship or future career, or whatever, and attach each goal to at least one value he/she holds.

Preparation: expand the discussion on determining goals to incorporate values. Suggest that what we want out of life tends to correlate with those things we value. Give several simple examples, e.g. if your goal is to be President of the United States you might value power or leadership or contribution.

Resources: role playing

b. Activity: have students break up into groups of threes or fours and each group select an occupation to research. Students study what the workers within that occupation do and then, with tape recorders, they can go into the field and interview three different workers. Interviews should be structured so as to include some discussion of each worker's career goals (e.g. to be the boss or sell the most stereo sets) and personal goals as they relate to careers (e.g. to make enough money to buy a house someday, or to get good enough at repairing cars to fix up antique cars at home, etc.). Tapes should be played in class and students should keep a running list of the goals stated and associated with the interviewee's career. Then they see what the most common goals are , whether there are some that nearly all workers have, only a few have, etc.

Behavioral evaluation: each student will list at least three goals mentioned by at least half of the interviewees, and at least one "unusual" goal mentioned fewer than three times.

Preparation: suggest that people have several different goals associated with their careers, some that may directly relate to job-task performance and some that have to do with the workers' lives when they're not working. Rehearse taping with students, if necessary, or construct a standard list of questions designed to get at various goals.

Resources: tape recorder(s).

2. Developmental objective: to be able to identify value related strategies in decision making.

   a. Activity: have each student make a collage of pictures representing three important goals (these can be widely varied to represent possessions, careers, places to live, etc.). For each of these goals have students list three possible methods of attainment, e.g.

      goal: to get a motorcycle

method: get a job, earn money, buy it
or
borrow money from the bank
or
save a little for a long time
or
save everything for a short time
or
steal the money, etc.

The students' methods should be ranked and reasons for the ranking order should be discussed (e.g. stealing is last because of value on security or honesty.

Behavioral evaluation: each student will rank the goals on the left according to personal importance and will write, or state verbally, one example of what he/she would be willing to do (strategy) to attain each goal on the left. Then he/she will identify to the teacher's or counselor's satisfaction, an appropriate value to correspond with the strategy.

goal	strategy	value
be a good friend		
be powerful		
have good clothes		
help people who need it		
be a good plumber		

For example:

goal: to be a beautician

strategy: go to cosmethology school for a year

value: like to work with makeup and hair to make women pretty

Preparation: expand the discussion on variety of goals to include possessions, states of being, and careers. Identify the value related strategy as essentially what a person is willing to do to get his/her goal. Suggest that what one values will greatly affect this.

Resources: magazines, art materials.

b. Activity: have students interview a parent or some other adult well known to them. Structure their interviews to include the parent's original career goals at the point, say, when he/she first had a serious ambition to be a specialized worker (e.g. brain surgeon). Then have students determine if the parent actually attained his/her goal--if so, have them trace the steps he/she took to get there; if the parent did not attain the original goal or abandoned it, or re-worked it, have students find out why (e.g. have to go to school too long, training too costly, grades too poor, etc.). Have students chart their results to share with others. Focus on factors within individual control (i.e. aptitude scores may not be controllable, but effort put into achievement grades are).

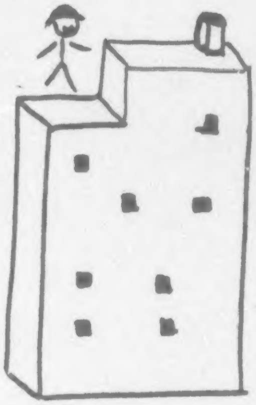
Goal: to be a lawyer

requirements	reality
rigorous training	too long
high cost of training	too much
non-financial investment (commitment to a great amount of work)	too much

Result: revamp goal - to be a legal secretary.

Behavioral evaluation: each student will make a drawing representing two jobs (potential goals) that interest him/her and at least one necessary step or strategy to attain each one. Then he/she will indicate whether at this time he/she *thinks* he/she might be willing to follow through the strategy by a ☺ or a ☹

worker



apprenticeship

worth it ?

Preparation: stress the importance of understanding how to get what you want and being able to determine if you're willing to make the investment to get it.

Resources: parental interview, art materials.

B. Unit goal: to emphasize the utilization of information processing in decision making.

1. Developmental objective: to be able to deal with some environmental influences.

a. Activity: have students role play a situation in which a student named Tommy has been saving his allowance and birthday money for over a year and has finally decided to spend it on the course tuition for a special class in photography for young people at the YMCA two blocks away from his house. But when he goes to register he finds that while he will be accepted, there is not enough dark room space for him to develop his own film which he really wanted to do. He certainly doesn't have a darkroom in his family's apartment. At this point have two groups of students do two alternative endings: (1) Tommy gives up his goal of taking the course and spends his money on something else and (2) Tommy secures the cooperation of his family to make the bathroom into a darkroom during agreed upon hours. Have students identify other solutions and discuss how manipulating the environment can work to influence decision making.

Behavioral evaluation: each student will give to the teacher's or counselor's satisfaction, at least one example of a decision he/she has made that depended on some alteration of the environment and give one reason why it worked well or not well. For example, you've decided to put more effort into your school work and you want to sleep well, your little brother wants the light on which bothers your sleeping so you devise a screeen out of old sheet to block out the light. It works well because your side of the room is dark and his is light.

Preparation: continue lesson on the importance of environmental influence on decision making. Stress that some environmental problems can be solved through manipulation which in turn can render a decision possible to carry out.

Resources: role playing.

b. Activity: tell students the story of Maria who loved music and worked very hard during her free period at school to try to play one of the school trumpets. The music teacher noticed Maria's persistence and offered to try to help her win one of the school scholarships for a series of 15 music lessons. Maria didn't quite know what to do because she knew her father needed to have it quiet in the evenings since he started work at 11 PM and rested in the afternoons. She knew her mother wouldn't think much of her spending her time on something like the trumpet--her mother wanted her to be good in something she could get a job at later, like business math. But Maria really wanted to do it. She decided to talk to her parents about it and got the reaction she expected. Her mother thought it would be a waste of time and her father grumbled about alot of hooting noises. But Maria explained her feeling about music, how good it felt to work on a section and master it. She checked with a neighbor to see if she could practice there when her father was resting. Maria's parents didn't really understand quite why she wanted to play the trumpet, but they knew it was important to her and that she wuld make an effort not to have it bother them, so they agree to let her take the lessons.

Behavioral evaluation: each student will identify two things Maria did, instead of forgetting her goal, that enabled her to carry through with her decision to take trumpet lessons and to the teacher's or counselor's satisfaction, explain how they worked.

Preparation: review effect of environmental influences on decision making and consideration of relationships as environment.

Resources:

2. Developmental objective: to be able to distinguish useful from irrelevant information.

   a. Activity: have students do a painting of a recent decision they made--what to give a friend for a birthday, whether or not to study math or give up, whether or not to join Girl Scouts, Then have students identify all the pieces of information they used. Then insert some other information you might know about the student, e.g. that his/her mother just had a baby, that his/her family got a new car, that his/her brother joined the army. Have students react to the various elements of information and discuss its impact on their decisions.

Behavioral evaluation: each student will match at least three of the following decision correctly to the pieces of useful information and the pieces of irrelevant information.

A. wear jeans rather than a good dress to Judy's birthday party
   (1) it's cold out
   (2) we're playing outside
   (3) Judy will be 8
   (4) we'll make a messy pizza

B. go to the movies instead of playing street hockey
   (1) it's very cold out
   (2) there's traffic on the street today
   (3) it might snow
   (4) the movies last 2 hrs.

C. study math very hard
   (1) Jerry is good at math
   (2) I want to be good in math
   (3) I like math
   (4) math is important to science and I like science

D. take swimming lessons
   (1) swimming is fun
   (2) many people know how to swim
   (3) swimming is valuable for safety reasons
   (4) swimming is good exercise

Preparation: describe information and data that effect or determine a decision. Suggest that we all face alot of data in our everyday life and that we have to learn to sort out what is relevant for a particular decision.

Resources: art materials.

b. **Activity**: have students role play a scene in which a young athlete is trying to decide whether to try for a career as a baseball player or as a partner in his father's cleaning store. The boy had to think of a lot of things but he found his mind filling up with all kinds of extra information too. Have the players as follows:

a teacher with an expectancy table on success of athletes
a coach saying he's very good

disappointed father
impressed friend
the boy wanting adventure
the boy wanting to work with his father

Have students discuss the relevance of each piece of "information" provided by these roles.

Behavioral evaluation: each student will, to the satisfaction of the teacher or counselor, identify at least two important pieces of information from the role playing and at least two that he/she feels should not enter into the decision making process and he/she will give one reason why for each.

Preparation: same as XVI, A, 2, a.

Resources: role playing.

3. Developmental objective: to be able to identify alternatives.

a. Activity: have students conduct a series of in-school interviews with school personnel. The purpose should be to identify and discuss as many of the career alternatives of the personnel as possible. For example, have students ask the shop teacher or cafeteria worker what other careers he/she might have entered if teaching had not been an option. Have them identify what alternatives they would choose now if all school closed. Also have students try to identify the common elements that suggest a variety of alternatives. Students should report their findings to the class.

Behavioral evaluation: each student will make a poster illustrating at least two of the jobs discussed in the activity for each of these the student will identify at least one alternative job and give at least one common element or self characteristic that would suggest either alternative, e.g.

elementary school teacher's aid hospital child care worker	enjoy working with young children

Preparation: suggest that there are many options open to workers and that each job can accomodate a variety of kinds of wokers. Give personal examples, if possible, of various alternatives to teaching or counseling.

Resources: art materials.

b. Activity: have students break up into two groups. One member of the first group gives an example of a decision he/she made that day (e.g. what to wear, breakfast or not, bus or walk, etc.). A member of the second group pantomimes an alternative to that decision which the first group should identify (e.g. eating breakfast instead of skipping it). The original decision maker can react to alternatives giving his/her reason for not choosing it, either in terms of self choice (I hate breakfast) or predicted outcome (if I ate breakfast, I'd miss the bus).

Behavioral evaluation: each student will identify one decision he/she made and two possible alternatives he/she did not utilize.

Preparation: same as XVI, B, 3, a; add that sometimes we may wish we had chosen another alternative after realizing a decision's outcome. Suggest that while identifying alternatives is essential, evaluating them in terms of risks and outcomes is crucial also.

XVI. NEED: DECISION MAKING SKILLS (7-9)

A. Unit goal: to emphasize the utilization of self values in career decision making.

1. Developmental objective: to be able to identify general career related goals.

a. Activity: have individual students role play the way they would like to see themselves as an adult in terms of lifestyle, e.g. driving a Mercedes, living in the woods, having ten children, taking expensive vacations, etc. Other students should write down the element of life style portrayed and try to associate it with general jobs and/or levels that would allow such a life style. For example, driving a Mercedes would mean running a very successful, lucrative business or being a Mercedes dealer. (guidance activity; social studies class)

Behavioral evaluation: each student will fill in, to the teacher's or counselor's satisfaction, the running sentence: The three things I want most out of my life are _______________, _______________, ________________; these might be possible if I became a _________ or a ________________.

Preparation: review work on life style as it relates directly to careers. Suggest that part of deciding what career to choose depends on that career's being able to provide the genral kind of life style one prefers.

Resources: role playing.

b. Activity: have students identify all the job titles they've heard that appeal to them as possible career choices. Divide these titles so that each student has at least three titles to research. For each of these the student should identify at least three major and specific job tasks and report on these to the class. Other members should re-evaluate their positions on each job title to determine if they would really want to be responsible for carrying out such tasks. Have students discuss the reality of the tasks. Research on the job titles can be carried out by interviewing workers in the field or having speakers in or by an appraisal of accurate and complete, written job information. (guidance activity; social studies class)

Behavioral evaluation: each student will list at least two jobs for which he/she would be willing to do the specific tasks identified and one job for which he/she finds one or more of the tasks unsuitable.

Preparation: suggest that sometimes we may be impressed by titles of jobs without really considering what one might have to do in it. Use concrete examples, e.g. being a famous brain surgeon might sound romantic, but it might be absolutely terrible for some people to have to cut open someone's head; or being a truck driver might seem lucrative and secure, but the long hours driving and the odd schedules might be very difficult for some to endure.

Resources: library materials.

c. Activity: same as above substituting for tasks (or adding to tasks) environmental working conditions. (guidance activity; social studies class)

2. Developmental objective: to be able to identify value related strategies.

a. Activity: have students divide into groups with each group choosing a career cluster. Then have them do a brief field study and photographic chart illustrating a specific job title, a picture of the job holder, a description of the training procedures undergone to qualify for the job, and a description of the risks involved in training and/or future placement. Each student might choose one particular job and then all students in the group could put their charts together, e.g.

Health Services

registered nurse	3 year program	high drop out rate good placement
technician	2 year program	good placement
nurse's aide	on the job training	good placement

Have groups share their work in class and discuss their own reactions to the duration and nature of the training period specifically --are you ready to train for three years to become an R.N. even if your interest, abilities and achievements indicate you can handle nursing school and nursing. (guidance activity; social studies class)

Behavioral evaluation: each student will identify at least two specific jobs in which he/she is interested, the training generally required for such a job, the projected risk involved in the training generally required for such a job, the projected risk involved in placement and an indication of his/her willingness to undergo it (assuming he/she is qualified in other respects).

Preparation: stress that many factors go into making career decisions and that abilities, interests, and achievements will certainly carry great weight in those decisions. But emphasize that committment or involvement is also essential in order to complete the required training for a job, especially if it is long and rigorous in any number of ways. Suggest that good grades, an interest in medicine, and a scholarship to finance nurses's training will not count for much if a person is unwilling to remain in school for as long as it takes to become a registered nurse. Review the notions of risk and prediction as they apply to placement and training. Have current and local information available for specific occupations.

Resources: camera(s), guest speakers.

b. Activity: have students do a short skit about Linda who was a very independent girl right from the day she was born. All her life she was determined to do things her own way. From the first time she saw a police story on TV, she wanted to be the first lady policewoman on the block. All through school she had that as her plan. She found out about police training school and prepared herself for entrance. She did extremely well on all of the tests they gave her and learned all the techniques and problems of police work. Within three weeks after Linda started doing real police work, she resigned. Why? Have different groups of students supply various scenes depicting why she might have quit. (guidance activity; social studies class)

Behavioral evaluation: each student will give at least two examples of jobs in which he/she might take an interest but for which he/she does not have the right temperament (for tasks or working conditions) as self evaluated, and identify that element.

Preparation: describe situations in which abilities and various interests are there but some requirement of temperament makes the job performance intolerable for the worker. Note: there is not correct answer for Linda. She is possibly too self directed to fit into the regimen of miltary like hierarchy; she may be too adventurous for constant routine tedium; she may be too independent to work closely with others, etc.

Resources: role playing.

B. Unit goal: to emphasize the utilization of information processing in decision making.

1. Developmental objective: to be able to recognize which environmental factors are amenable to manipulation and which are not.

a. Activity: have students discuss the concept of environment in its total range from physical or climatic condition to the emotional overtones in family life. Have them select a decision, either one they have recently made (e.g. curriculum or tract) or one they will soon need to make (e.g. career choice direction). Then students can list all the environmental factors they can identify as influences on the process of deciding about that particular issue. Have students divide into two teams--one team identifies environmental factors that they see as not amenable to manipulation; the other team challenges or affirms that designation. Then teams reverse. (guidance activity; social studies class)

Behavioral evaluation: each student will identify a decision recently made (other than the one mentioned in the activity) and will list at least three environmental factors that influenced the decision. The student will identify which were or were not amenable to manipulation or control and give, to the satisfaction of the teacher or counselor, a one sentence explanation for each factor describing its affect on the decision, e.g. decided not to go to New York for the weekend:

(a) weather was bad; can't control the weather; we were going to hitchhike

(b) father didn't want me to go unless I stayed with my uncle there; could stay with my uncle; father would agree although still reluctance

(c) girlfriend wanted me to go to a party; couldn't change her mind (tried); she'd be angry if I went

Preparation: continue discussion on total nature of environment and the influence it has on decision. Suggest that while some factors can be controlled or altered, some cannot, and it may be difficult to recognize which are and which aren't amenable to manipulation. Some require reality testing.

Resources:

b. Activity: from any television program that students watch, have them identify an important decision that the main character made. Then have them isolate and discuss the environmental factors that influenced that decision. Students can classify these as external (weather, landscape, urban crime) or internal (desire to please parents, desire to hurt parents). Have them decide which factors were controlled or changed by the decision maker and which were not. Students might also try to identify factors that could have been changed but were not. (guidance activity; social studies class)

Behavioral evaluation: each student will identify one environmental influence in the TV program that could not be altered and explain, to the satisfaction of the teacher or counselor, why and one that could be (or was) altered, and explain to the satisfaction of the teacher or counselor.

Preparation: same as XVI, B, 1, a.

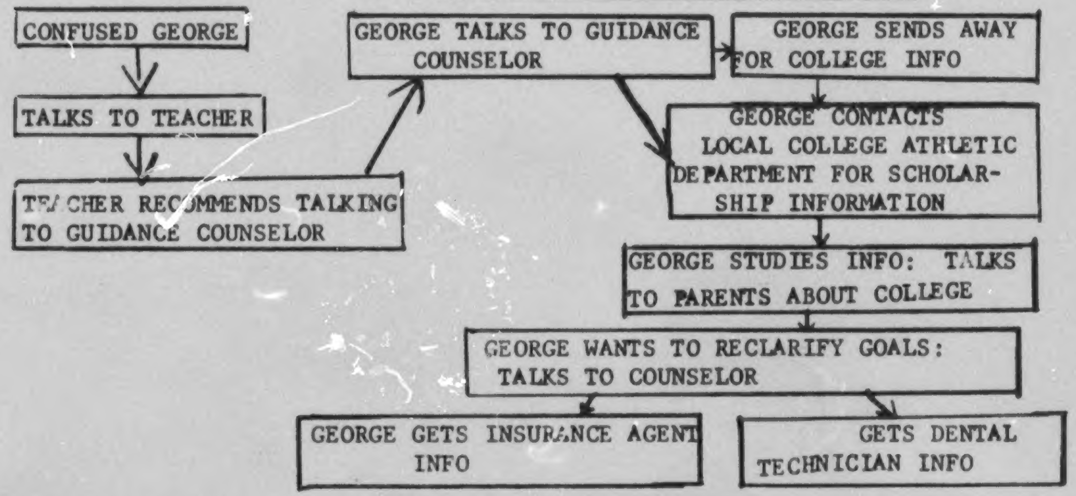
Resources: television program.

2. Developmental objective: to be able to determine methods in seeking

information.

a. Activity: have students try to project themselves as Confused Student who has not wonderful, but fair grades. His/her standardized test scores fall in the middle range and he/she is half way interested in going to a junior college possibly to be a dental technician or an insurance agent, but he/she doesn't really know for sure if he/she qualifies. Plus he/she is sure there is not enough family money to go and little family enthusiasm. Add a particular skill, like basketball or flute playing which might present some scholarship possibilities. Have students insert their own situations as much as possible, perhaps role playing and then have them list as many ways as possible for them to get the information they need. (guidance activity; social studies class)

Behavioral evaluation: each student will make a simple flow chart with at least five cells which are satisfactory to the teacher or counselor and show any logical progression for his/her own information seeking behavior, e.g. GEORGE, WHO IS GOOD IN BASKETBALL


CONFUSED GEORGE
TALKS TO TEACHER
TEACHER RECOMMENDS TALKING TO GUIDANCE COUNSELOR
GEORGE TALKS TO GUIDANCE COUNSELOR
GEORGE SENDS AWAY FOR COLLEGE INFO
GEORGE CONTACTS LOCAL COLLEGE ATHLETIC DEPARTMENT FOR SCHOLARSHIP INFORMATION
GEORGE STUDIES INFO: TALKS TO PARENTS ABOUT COLLEGE
GEORGE WANTS TO RECLARIFY GOALS: TALKS TO COUNSELOR
GEORGE GETS INSURANCE AGENT INFO
GETS DENTAL TECHNICIAN INFO

Preparation: review sources for obtaining information as necessary. Encourage consideration of external and internal information.

Resources: art materials, role playing.

b. Activity: have students make a class mural called WHAT WE NEED TO KNOW in order to make career plans. This could be broken up into two sections: self characteristics (interests, aptitudes, abilities, values, etc.) and the world of work (job market, levels of jobs, fields, clusters, training, etc.). For every fact they need to know, have them identify at least one source of information. Sources should include school personnel, community agencies, labor unions, test data, self (for values, etc.). Have them help one another and share opinions, information, and experiences. (guidance activity; social studies class; art class)

Behavioral evaluation: each student will identify, for him/herself the two most significant sources of information in each category represented in the mural (i.e. self and world of work).

Preparation: same as XVI, B, 2, a; encourage as much sharing of information as possible. If necessary, suggest various elements involved in career decisions.

Resources: art materials.

3. Developmental objective: to be able to distinguish viable alternatives.

a. Activity: have students discuss the energy crisis. Bring in as many facts as possible about its origin. Have students break down the problem into sections, e.g. American oil companies, consumerism, Arabian imports, etc. and have each group research their area and present results to the class. Focus on possible solutions to the problem by identifying realistic and unrealistic methods. (there may be debate on what constitutes realistic methods) For instance, students could suggest:

(a) we all move back to caves
(b) we return to horse and buggy times
(c) we make a moderate effort to cut down on fuel consumption
(d) we investigate oil company business procedures
(e) we make a major effort to cut down on fuel consumption
(f) we bomb Arabian oil fields
(g) we boycot Arabian oil

(guidance activity; social studies class)

Behavioral evaluation: each student will identify a major decision he/sne has had to (or will soon) deal with. Each student will label two alternatives which are not viable to him/her (they may be to someone else) and two that are.

Preparation: discuss the existence of alternatives as they impinge on the decision making process. Describe viable and unviable alternatives, and suggest that what is and what is not considered workable may vary greatly with individual differences.

Resources:

b. Activity: have students identify a common personal or school decision that needs to be made. List the alternatives on the board. Have a different group role play each decision being made. Discuss the viability of alternatives suggested, allowing for differences of opinion and conviction. Have students focus on their own answers while trying to consider others. (guidance activity; social studies class)

Behavioral evaluation: each student will identify the problem considered and rank the alternatives portrayed in order of viability for him/herself and give one reason why the first one is ranked first.

Preparation: same as XVI, B, 3, a.

Resources: role playing.

XVI. NEED: DECISION MAKING SKILLS (10-12)

A. Unit goal: to emphasize the utilization of self values in career decision making.

1. Developmental objective: to be able to identify specific career related goals.

a. Activity: have students do a photographic essay while doing field work on the specific career which they plan to enter or in which they have serious interest. Essays should include photographs of workers working, represent at least two labeled elements of life style associated with that particular career (which may necessitate photographing outside the work situation) and include some depiction of goals specifically related to job performance (e.g. be president of the company). (art class; guidance activity; social studies class)

Behavioral evaluation: each student, in a counseling interview, will demonstrate, to the satisfaction of the teacher or counselor, that his/her career plans represent his/her goals or what he/she really wants both in terms of job performance and life style.

Preparation: continue relating values to goals to careers. Suggest the necessity of some reasonable degree of unity between what you really want and what your job provides.

Resources: camera(s)

b. Activity: have each student identify his/her primary career plan. Then he/she should identify at least three specific job tasks one would be expected to carry out in that occupation. Students should contrive a way to represent those tasks to the rest of the class either through direct models or in some more abstract way. Students should discuss each set of tasks in terms of actually doing them (being willing to do it, liking to do it, tiring of it soon, etc.) (guidance activity)

Behavioral evaluation: each student will list the three tasks he/she identified and give the approximate percentage of time a worker would devote to each one. Then he/she should write in one sentence, or state briefly to the satisfaction of the counselor, his/her reaction to spending the alloted time on each task.

Preparation: continue effort to have students consider the reality of job tasks in addition to life style associations with careers. Suggest that an important part of one's life is spent completing tasks and that one should evaluate these as well as the more global aspects of careers.

Resources: written job descriptions such as utilized by state hiring institutions, for examples.

2. Developmental objective: to identify specific values related strategies.

   a. Activity: have each student list as many different elements as he/she can that are personal factors or areas in which he/she needs to consider information for making specific career decisions relating to specific goals: grades, test scores, interests salary range predictions, demand or risk, etc. Then have other students try to identify what's missing from the list: no consideration to length of training and the dislike of school by a particular individual. Have students predict the original student's chances for realizing his/her career goals. Reconstruct the scene so that the student is aware of and considers: an aversion to academia but decides his/her career goal is more pressing than the reluctance to train. Then re-predict the student's chance to achieve his/her goal. Do the predictions differ? why? (guidance activity)

Behavioral evaluation: each student will make a simple poster on WHERE I WANT TO GO AND HOW I WILL GET THERE that represents his/her specific career plans (or possible plans) and include the preparation for those plans.

Preparation: expand on the importance of understanding what you are willing to do to attain your goals.

Resources: art materials.

b. Activity: have several students pantomime what career they might want to have if they could snap their fingers and have it, with no consideration for what's realistic. Other students should determine what that career is (e.g. roller derby queen or brain surgeon) and discuss why that career is not realistic. This consideration should focus on the necessary steps for getting there (i.e. training, achievement, etc.) and students' own willingness or lack of willingness to invest themselves in the process or to complete the steps over which they would have some control. (guidance activity; psychology class)

Behavioral evaluation: each student will state in a counseling interview his/her post high school plans and give to the satisfaction of the teacher or counselor, at least two specific preparatory sequences he/she would be willing to undergo (e.g. be poor during apprenticeship, study at night school).

Preparation: same as XVI, A, 2, a.

Resources: pantomiming

B. Unit goal: to emphasize the utilization of information processing in decision making.

1. Developmental objective: to be able to evaluate environmental press.

a. Activity: have students play the Life Career Game and then evaluate every decision made in terms of environmental influences.

These need not be considered the determinants of every decision but should clearly be influential and contributory factors. Special attention should be paid to the interaction of decision maker and environment (i.e. manipulation of mastery or not). (guidance activity; social studies class; psychology class)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, an analysis of his/her own environmental press as it impinges on his/her decisions and/or plans.

Preparation: discuss environmental press as it constitutes a unification of factors and as it integrates with the individual surrounded by it. Stress the individualized nature of its effect on people.

Resources: Life Career Game.

b. Activity: have students identify a series of environmental factors that they feel need to be considered before making a major career decision. These may include parental wishes and/or support, peer pressure, potential spouse pressure, living accomodations, geographic mobility, etc. These will vary with individuals but have students try to agreee on a common core of four or five of the most important factors. Then have them role play a decision to be made with one of these factors as much more important than the others and make the decision accordingly. Replay the scene with another factor as the prime influence and so on. Compare decisions made and have students discuss why one might make one decision and another, another decision. (guidance activity; psychology class)

Behavioral evaluation: each student will rank the factors considered in the decision made in the activity according to the importance each has for his/her own career decision making and give to the satisfaction of the teacher or counselor, at least one reason why he/she ranked them as he/she did.

Preparation: same as XVI, B, 2, a; emphasize individual differences in assigning weight to various influences.

2. Developmental objective: to be able to recognize when further information is necessary.

   a. Activity: have students break into two's. Each student tells the other his/her major career plans and identifies all those characteristics he/she sees as relevant to that choice: self characteristics (abilities, interests, values, etc); job characteristics (employment possibilities, working conditions, etc.) and preparation (training, finances, etc.). The other student assesses this information and judges it as adequate or not. He/she should have identified specific lacks of information if he/she judges the other student's information as inadequate. Then students should reform groups of eight to ten and review the process just undertaken in pairs. An outside specialist, either from career education or the various vocational counseling areas, should spend a half hour to an hour with each group, evaluating current information and identifying areas of further need. For those students with minimal degrees of planfulness, efforts should be directed toward making a beginning. (guidance activity)

   Behavioral evaluation: each student will assess his/her own information processing with the counselor and identify, to the satisfaction of the counselor, further information needed to augment the process of decision making.

   Preparation: suggest while information essential in decision making, evaluation of information as to validity, relevance, and proper amount, may be a more subtle task.

Resources: outside career specialist.

b. Activity: have students describe a clear, stationary jar with a clear substance in it. Don't allow them to touch it or move it--simply have them list the observable features. Then have them predict what will happen when the jar is tipped over and state the risk they assess in that prediction. Then have all those students who made a conclusion about the substance or the container describe the processes they used to make that decision. Other students should react and discuss what sort of assumptions were erroneously made and what kinds of information are still needed in order to make conclusions. Guide the discussion where necessary to suggest the imprecise nature of making decisions based on information processing--we can make mistakes in dealing with data or interpreting it. Show the students that the jar is plastic and the substance solidified water glass. (guidance activity; science class; psychology class)

Behavioral evalution: each student will give an example of his/her own decision making, in which he/she jumped to conclusions or misinterpreted information based on personal observation or perception.

Preparation: stress the relationship between the activity as a science experiment and the decisions we all make.

Resources: use a clear plastic jar that looks like glass. Leave on a little bit of label (e.g. peanut butter) to further the association with glass. Fill part way with water glass (sodium silicate).

3. Developmental objective: to be able to evaluate alternatives.

a. Activity: have each student choose a rock star, performer, musician, etc, and research his/her life. Have students find out places of birth, childhood life, family composition, and method of entering the music business. Then have them trace two or three other alternatives that might have fit into this person's characteristic patterns (this involved identifying various self characteristics as well as general alternative career possibilities). In cases where the performer has already ventured into alternative careers (e.g. business ties) have students discuss these. In class, students can predict what alternatives such a star might follow when his performance days are over. (music class; psychology class; social studies class; guidance activity)

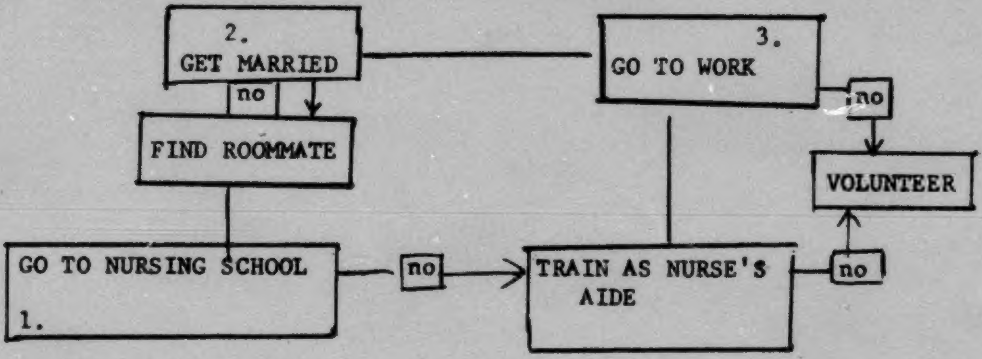
Behavioral evaluation: each student will list at least two alternatives to his/her own career plans that would incorporate his/her own self characteristics and that would be "realistic" (by student definition).

Preparation: continue emphasis on identifying alternatives. Suggest too, that with as much information and analysis as we can use, we still take a risk on making a definite plan, and a person can end up on the wrong side of it. Plans should be evaluated continuously. Changes in economy, personal life, or a variety of other factors can demand a major or minor shift to any of many alternatives.

Resources: sources of information on the lives of rock stars (music specialists, written materials, letters to stars, etc.)

b. Activity: have each student identify his/her future goals under several categories: life style preferred; marriage or not; children or not; position in job, etc. Then have students break up into small groups and examine the various problems that could arise. One student might suggest these to another, e.g. what could you do if your money for school runs out? what do you do if you want to get married but must quit school or training? is family tranquility more or less important than becoming your first occupational choice? is adventure more appealing than security? would your second choice actu ally serve some of your other goals (marriage or delayed earning power) better? (guidance activity; social studies class; psychology class).

Behavioral evaluation: each student will construct a flow chart identifying the three most important goals he/she has. For each of these, he/she will represent at least one workable (to the satisfaction of the teacher or counselor) alternative.


2.
GET MARRIED
no
FIND ROOMMATE
3.
GO TO WORK
no
VOLUNTEER
GO TO NURSING SCHOOL
1.
no
TRAIN AS NURSE'S AIDE
no

Preparation: same as XVI, B, 3, b.

Resources:

XVII.NEED: ECONOMIC AWARENESS VOCABULARY (K-3)

A. Unit goal: to introduce an adequate vocabulary for the understanding of basic economic principles.

1. Developmental objective: to recognize and use terms associated with currency.

a. Activity: create a bulletin board display with large pictures of the different types of currency up to and including $1.00 (penny, nickel, dime, quarter, half-dollar, dollar). Label each coin or bill with its name in large print. Pass out one of each kind of currency (use "play" money) to each student. Have the students hold up the proper coin or bill when you say its name until every student holds up the right coin. Practice spelling the names.

Behavioral evaluation: each student will correctly identify a penny, nickel, dime, quarter, half-dolar, dollar.

Preparation: discuss the words money, currency, cash and their definitions with the students. Ask students why they think we have money, who uses it, what do they use it for?

Resources: imitation money.

b. Activity: hold pictures of articles which cost either a quarter, a dime, a nickel, or a penny, one at a time. As you hold them up, have the students guess what their actual monetary value is .
Discuss the "cost" of each item separately to bring the guesses closer to the real value.

Behavioral evaluation: each student will state a working definition, to the satisfaction of the teacher, of what "money" is.

Preparation: discuss the meaning of the words "money", cost, value, worth, buy and sell. Ask students to give examples of things they have purchased and how much they have cost. Ask students if they receive "allowances" and what they must do at home in order to get them.

Resources:

c. Activity: have the students draw a picture of "what I would like to do if I had one dollar." This picture could be an object or an activity. Give each student an opportunity to share his/her picture with the class, describing what it is about.

Behavioral evaluation: each student will state, to the satisfaction of the teacher the meaning of "buying".

Preparation: discuss the value of money in terms of purchasing power. What kinds of things do your parents buy with money? Have you ever bought anything, and if so, what? How much did it cost?

Resources:

2. Developmental objective: to recognize and use terms associated with banking.

a. Activity: create a model classroom "Savings Bank". Have the students choose fellow pupils to be "President", "Vice President", "Board of Directors" members, "tellers" and "Supervisors". Organize the bank so that each student may save money weekly. Distribute play money to each student to bank with and have all students construct their own passbooks, in which they keep record of deposits, and the interest earned by depositing the money. Allow each student an opportunity to be head teller, in charge of the day's deposits.

Behavioral evaluation: each student will state, to the satisfaction of the teacher, a definition of the word "savings account".

Preparation: discuss how a savings and loan bank operates. Demonstrate how one opens an account and deposits money which earns them interest. Discuss how this interest is earned by lending the money to the bank so that it may invest it further. Discuss the difference between saving money in a "piggy bank" and in a savings institution. Emphasize that a person can withdraw money from a savings account at any time he/she wants to and in the meantime it will accumulate interest.

Resources: play money.

b. Activity: divide students into groups of two. In each group, have one student role play the "Banker" and one person role play a person with an account. Distribute a small amount of play coins to each partner and have them practice "borrowing" and lending behaviors. Have the customer borrow a set amount and the banker lend it.

Behavioral evaluation: each student will state, to the satisfaction of the teacher, the definition of a "loan" (of money).

Preparation: discuss the definitions of lending and borrowing money. If you do not have enought money to buy something that you need, it is sometimes possible to borrow the money from a bank. The bank then lends or lets you use its money, which you must return plus extra money (interest) as payment for the convenience of borrowing it.

Resources: role playing.

3. Developmental objective: to recognize and use terms associated with household functioning.

a. Activity: set aside certain places in the room to be "stores" (grocery, dime, equipment). Divide students into groups of five and have them role play a shopping trip. Two students in each group should role play mother and father the other three should role play siblings. Distribute to each mother and father, a set amount of play money with which to purchase goods, which are pictured on a shopping list. Each group has been given a different list of good to purchase and a price to pay for them at each store. Have each group purchase the items on their list at a different store - e.g. supermarket, clothing store, drugstore, tool warehouse, dime store, etc. Allow each group an opportunity to describe the shopping trip to the rest of the class and to describe the goods they have purchased.

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, one type of place to shop and two types of goods which could be purchased there.

Preparation: discuss the definition of "shopping". Why does your mother/father go shopping? What does she buy? Ask any student who has accompanied an older person on a shopping trip to describe the experience. Where does your food or clothes come from? Discuss the various types of stores where one can purchase necessary objects for daily living. Make five "shopping lists" which are pictorial and include prices of goods to be purchased at only one type of store. (to be distributed to groups)

Resources: play money.

XVII.NEED: ECONOMIC AWARENESS VOCABULARY (4-6)

A. Unit goal: to introduce an adequate vocabulary for the understanding of basic economic principles.

1. Developmental objective: to recognize and use terms associated with currency.

a. Activity: set up a token economy with imitation money. Have various tasks listed on the board, with their "value" or "worth" next to them. These tasks can be oriented in one of several ways:

Academic	learn to spell two words
	read three pages in book
Interpersonal	say something nice to a friend
	help someone with his/her work
Creative	paint, draw something new
	build something

Allow the students to work for tokens for a set period of time. At the end of that period allow them to cash in their tokens for extra recess time, etc.

Behavioral evaluation: each student will spell correctly quarter, dime, nickel, penny and state how many pennies each is worth.

Preparation: discuss the concept of work well done being rewarded with money. Not only do we feel good if we accomplish something successfully, but sometimes we even get paid for it. Give examples of jobs and salaries. What work have you done at home or school that has made you feel good? Have you ever received some kind of payment for it? What do you do with money?

Resources: play money.

b. Activity: divide class into groups of three each and set up a small "community". Have each group choose from the following list what they would like to be:

doctor
general store owner
druggist
truck driver
restaurant owner
waiter/waitress
farmer
plumber
construction worker

Distribute a limited amount of play money to each group to "purchase" goods or services that they need from the other groups. Have each group practice purchasing goods and supplying services with realistic wholesale and retail prices, from the other groups, through role playing activities. E.g. farmer takes crops to market to sell, then with this money buys new tools and equipment from store owner. Then he goes to the doctor for an examination, etc.

Behavioral evaluation: each student will state to the satisfaction of the teacher, the difference between "buying" and "selling".

Preparation: discuss the definitions of buying and selling, goods and services, supply and demand. Describe how one purchases goods and services which he/she needs. Give examples of the purchasing power of money. How do you obtain this money to buy goods or services with? How do your parents get money to buy food and clothes for you?

Resources: play money, role playing.

2. Developmental objective: to recognize and use terms associated with banking.

   a. Activity: visit a local full-service bank. Pretend the class has a savings account at the bank and walk-through the necessary steps for making a deposit. Describe where the money goes and what the bank uses it for. Give the students an opportunity to observe the following employees: teller, supervisor, vice-president (if possible) performing their daily tasks.

Behavioral evaluation: each student will state, to the satisfaction of the teacher, a definition of "deposit" when refering to a sum of money being placed in a savings account in a bank.

Preparation: on the day before the field trip, discuss the operation of a savings and loan bank. Discuss the meanings of the words: savings, loan, deposit, withdrawal, balance, interest, Describe by means of pictures, charts, etc. what happens to a person's money when it is deposited in a savings and loan bank. Show an example of a savings passbook, pointing out the columns for deposits, withdrawals, balance and interest. Describe how the money a person sends to a bank by placing it in a savings account earns interest for the person.

Resources: transportation.

b. Activity: (follow up for field trip to a local full-service bank) Have students set up a school savings bank modeled after an authentic local bank. Have the students select a president, vice-president, board of directors, supervisor, tellers, and other necessary personnel. The banking can be done one day per week either on a classroom or school-wide bassis. (e.g. entire fifth grade banks one day per week) Ditto savings deposit and withdrawal slips for the students to use. Construct "savings books: from construction paper for a weekly record of each students deposits and withdrawals, balance, and interest. (Participation in the actual deposit and saving of money each week should be voluntary).

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, an accurate definition of the words banking, savings, deposit, withdrawal, interest.

Preparation: discuss the operation of a full-service bank. Show a savings book to the students from a local savings and loan institution and a checkbook from a bank. Discuss the terms savings, deposit, withdrawal, interest, balance, checking account. Describe how a person goes about opening a savings account and give a general description of what happens to their money once it is given to the bank. Discuss the word interest and how it accumulates on the money one "lends" to the bank by putting it in a savings account. Contrast a savings account with a checking account, describing the advantages and disadvantages of each.

Resources: art materials, role playing.

3. Developmental objective: to recognize and use terms associated with household functioning.

   a. Activity: have each student draw a picture-story about "How we live". It should include a statement about where the money they live on comes from-mother's salary, father's salary (picture depicting them on the job), welfare, food stamps, etc. It should also include a picture which shows the different types of shopping done by various members of the family and approximately how much money they think is spent at each store weekly. This should describe approximately what the student thinks the family "budget" is. Who shops at the grocery store? Who shops at the clothing store? Who prepares the meals? Who cleans the house/apartment? Who does the dishes? Each picture should include several roles played by members of the family and the responsibilities assumed by each to keep the family functioning. Each student should have an opportunity to share his/her picture/story with the rest of the class.

Behavioral evaluation: each student will, to the satisfaction of the teacher, define the words "budget" and "salary".

Preparation: discuss various terms used to describe household functions and a family's source of income such as "salary", "welfare", "food stamps". Ask each student to think about how they and their families get what they need to live on. Where does the money come from? What is purchased with the money and where is it purchased and by whom? How much money do you think is spent in your family each week on food? On clothes? On objects for the house? Discuss the concept of a family budget. Give examples on the board which lists a ficticious family's weekly and/or month budget.

Resources: art materials.

XVII. NEED: ECONOMIC AWARENESS VOCABULARY (7-9)

A. Unit goal: to facilitate the development of a broadened vocabulary for the understanding of basic economic principles.

1. Developmental objective: to recognize and use terms associated with obtaining and holding a job.

   a. Activity: have each student write a brief statement on the topic of rewards gained from "work". The students are to draw from any experience which they have had doing some type of work for pay, volunteer, helping their parents in and out of the home, hobbies, etc. Then each student is to list the types of rewards they hope to gain from holding a job and the type of job which would offer that reward. (guidance activity; English class; social studies class)

   Behavioral evaluation: each student will define "reward" as it is related to the job of his/her choice.

   Preparation: discuss the meaning of rewards as they are related to, and are gained from "working". Discuss psychic rewards such as feelings of success, accomplishment, doing something well, and /or quickly, pride in finishing something etc. Ask for examples from the students of times when they have received some type of "reward " from doing some type of "work" i.e. helping at home, making something in school, a hobby, etc. Relate these intrinsic rewards to rewards which are gained from a job or occupation. Are they the same? What other types of rewards are there gained from holding a job (financial, fringe benefits, vacation, prestige, etc.).

   Resources:

   b. Activity: have students select a partner for role-play. Have each student select from a local newspaper's classified ad section one occupation of his/her choice and then go through the entire procedure of seeking the selected job: calling for an appointment, filling out mock applications and then being interviewed by his/her role-play partner for the desired job. With the help of the teacher or counselor, the "employer" asks pertinent questions and disseminates information about the job, including salary, overtime hours per week, fringe benefits, vacation sick leave, conpensatory time, insurance policies. (guidance activity; English class; social studies class)

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, a definition of salary, fringe benefits, and pay deductions.

Preparation: review meanings of "appointment", "job interview", "salary", "fringe benefits", etc. and ask students if any of them has every had a part time job. Which procedures did he/she have to go through to get it? What other elements were associated with it (e.g. fringe benefits, etc.)?

Resources: role playing.

2. Developmental objective: to recognize and use terms associated with a salary and a pay check.

   a. Activity: using an enlarged drawing of a pay check (on board, ditto, or opaque projector) ask the students to state where, or in what position or area on the check and the check stub are found the following information: gross pay, FICA, state tax, city tax, social security. Then have students create their own future "pay check" with the accumulated pay, weekly pay, and deductions which will pertain to them on the job of their choice. Discuss the drawings. (social studies class; consumer math class)

Behavioral evaluation: each student will name and define to the satisfaction of the teacher or counselor, three possible deductions which could be made from a pay check.

Preparation: discuss, by giving examples, the various types of pay checks which persons receive from their jobs. Explain the purposes of the pay check stub, with its statement of total earning and deductions. Explain each word and number commonly found on a pay check and the reasons for its being there.

Resources: opaque projector.

b. Activity: have each student research briefly an occupation which appeals to him/her (contact local business, use Occupational Outlook Handbook, etc.) to discover current wages being paid in it. After each student has found the current yearly, weekly, and hourly salary (this may have to be computed from other information), have him/her create a ficticious budget which he/she might have at 18 years old while living alone and working at the chosen occupation. The budget should include weekly or bi-weekly salary, all deductions, expenditures for housing, food, clothing, leisure, and a miscellaneous category. Discuss each budget in comparison with what would be actually economically feasible. (home economics class; social studies class; consumer math class)

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor, the differences between a weekly salary and a yearly salary, and then define the word budget.

Preparation: discuss the following terms: salary (compare weekly, yearly, hourly), gross pay, deductions (federal, state, local tax, social security), budget (how to spend money earned in order to pay all necessary expenses), cost-of-living (compare living in a large city with living in the country.

Resources:

XVII. NEED: ECONOMIC AWARENESS VOCABULARY (10-12)

A. Unit goal: to expand upon an adequate vocabulary for the understanding of basic economic principles.

1. Developmental objective: to recognize and use major terms associated with a specific career choice.

a. Activity: have students determine whether or not the career of their choice would require the signing of a contract or just the filling out of an application. Distribute several examples of job applications and job contracts. Discuss all terminology and give each student an opportunity to complete whichever would be most appropriate to his/her career choice. (social studies class; guidance activity)

Behavioral evaluation: each student will state, to the satisfaction of the teacher or counselor, the difference between a job application and a contract.

Preparation: discuss terms associated with employment: salary, pay scale, fringe benefits, protection on the job.

Resources:

b. Activity: have each student select a career that he/she is most interested in, at the present time, to research and report back to the class about. The research should include examining all available career information, the D.O.T., Department of Labor pamphlets, and at least one interview with a person employed in the chosen occupation. Each student must discover and list the yearly salary, the weekly or bi-weekly salary, the approximate pay scale with increases, the fring benefits on the job and report orally on the findings. (guidance activity)

Behavioral evaluation: each student will name three fringe benefits offered by the career of his/her choice.

Preparation: discuss the terms employment, contrasted with unemployment; discuss salary, fringe benefits, job protection.

Resources:

2. Developmental objective: to recognize the terms associated with union membership.

   a. Activity: (Field trip) arrange for one or more field trips to visit a local union meeting or hall. Have students research advantages and disadvantages of union membership. Interview union members for their opinions. Discuss these opinions in class. (guidance activity; industrial arts class)

   Behavioral evaluation: each student will define, to the satisfaction of the teacher or counselor, the word "union".

   Preparation: discuss union membership. How does a person become a union member? Wh t are some of the advantages and disadvantages of being a union member? Discuss union dues, pressure, and protection.

   Resources: transportation.

XVIII. NEED: ECONOMIC KNOWLEDGE (K-3)

A. Unit goal: to facilitate the development of familiarity with basic economic concepts.

1. Developmental objective: to understand the nature of the economic life of the home.

a. Activity: have students draw pictures of items that their family buys e.g. food, clothing, furniture, washing machine, etc. The teacher or counselor then hold up each picture and students decide whether it is a luxury item e.g. games, television, vacation, etc. or a necessity item, e.g. food or clothing. Then display pictures around the classroom under the appropriate heading.

Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, three necessity items and three luxury items that his/her family might buy.

Preparation: introduce the idea that there are some things that a family must buy in order to survive and that there are some items that a family buys for enjoyment or to make life a bit easier. Ask the students to think of some things that they buy that they could do without. Encourage expression of differences of opinion in what is a necessity or luxury.

Resources: art materials.

b. Activity: have students discuss how a housewife is of economic value to the family. The focus of the discussion should be on the money saved if one were to pay someone to perform the mother's tasks. Then have students pantomime job tasks that a mother might perform in the home. The rest of the class guesses what job task is being performed and discusses how it saves money for the family. This same procedure can be followed for job tasks performed in the home by other family members.

Behavioral evaluation: each student will list and discuss to the satisfaction of the teacher or counselor, two job tasks performed in the home that help the family to save money.

Preparation: introduce the idea that even though a mother doesn't get paid for her household duties, her performance of these tasks is of great economic value to the family.

Resources: list of job tasks performed in the home, pantomiming.

2. Developmental objective: to understand the economic life of the neighborhood.

a. Activity: have each student draw a picture of a business, industry, or occupation found in their neighborhood or surrounding community. The teacher or counselor holds up each picture and the class discusses how the business, industry or occupation affects the community economically. For example, the business creates jobs for workers, the workers are paid for their work, and the workers spend their money on goods and services from other businesses.

Behavioral evaluation: each student will identify one economic influence that a business, industry, or occupation has on the community.

Preparation: explain to the students that local businesses make many contributions to the community. Give some examples of economic contributions.

Resources: art materials.

b. Activity: have the students visit a local merchant to observe the economics involved in running a business. Focus should be on wholesale purchasing of goods, hiring of employees, retail sale of goods and cost involved in operating a business. Students should take pictures and develop display materials for the classroom.

Behavioral evaluation: each student will identify one economic factor involved in running a business.

Preparation: introduce the various economic principles involved in running a business e.g. wholesale, retail, overhead, employee, employer, etc. Explain that they will be going on a field trip to observe how these principles operate.

Resources: camera, local business, transportation.

B. Unit goal: to facilitate the development of knowledge concerning technology and its effect upon the occupational structure.

1. Developmental objective: to recognize differences in the methods of mass production and methods of individual handcrafted production.

a. Activity: have the students construct puppets using the assembly line method in which each students has a specific job in constructing the whole product. After several puppets have been made using this method, have each student individually construct the puppet from start to finish. Then have them describe the two processes in terms of time, quality, efficiency and the feelings of the worker.

Behavioral evaluation: each student will identify two positive and two negative aspects of mass and individual production.

Preparation: introduce the idea that due to the increase in technology and the population most items today are mass produced rather than individually handcrafted. Give some examples.

Resources: art materials.

b. Activity: have the students visit an industry which uses the assembly line method of production. Students should observe how each worker has a specific job task to perfrom in order to complete the whole product. Have students interview workers about their feelings concerning assembly line work e.g. job satisfaction, bordom, pride in their work, quality of the product, speed of production, etc. Next have students visit a company or business that specializes in handcrafted items. Students then interview the workers using the same questions that they used for the assembly line workers. Back in the classroom have students discuss and compare the two methods of production and state which type of work they would most like to perform and why. Lists of advantages and disadvantages may be made on large posters for each method of production and displayed in the classroom.

Behavioral evaluation: each student will list (either orally or written) two advantages and two disadvantages for each method of production.

Preparation: same as XVIII, B, 1, a.

Resources: transportation.

2. Developmental objective: to recognize ways in which technology has effected the home environment.

    a. Activity: have each student develop a collage from pictures of appliances in his/her home e.g. washing machine, electric coffee pot, toaster, electric can opener, etc. Then have each student make a second collage of the ways things were done before the appliances were invented. Have the students discuss what life would be like without these appliances. Have each student take an appliance and describe to the class how he/she would function without the appliance.

    Behavioral evaluation: each student will state the names of three appliances found in the home and describe to the satisfaction of the teacher or counselor how the work would be done without the appliance.

Preparation: introduce the idea that technology is making our work at home much easier and that machines now do the work that used to be done by hand. Ask the students to think of some examples of technology found in their home.

Resources: art materials, magazines.

b. Activity: have students perform several tasks that are usually accomplished through some for of technology e.g. making butter, making candles, washing clothes by hand, working by candle light, etc. After they have performed these tasks have them discuss the differences in performing these tasks due to technology. Some areas of discussion might be satisfaction derived from making one's own products as opposed to buying them, the fact that buying these products allows one to have more time to do other things, differences in cost, etc.

Behavioral evaluation: each student will discuss briefly to the satisfaction of the teacher or counselor, the effects of technology on the home environment.

Preparation: same as XVIII, B, 2, a.

Resources: materials for making candles and butter.

XVIII. NEED: ECONOMIC KNOWLEDGE (4-6)

A. Unit goal: to facilitate the development of familiarity with basic economic principles.

1. Developmental objective: to understand the concept of taxation.

a. Activity: guest speaker - have a representative from the IRS come and speak to the students about the tax structure. Area of discussion should include the following: amount of money taken from earnings, differences in local, state, and federal taxes, where tax money goes, for what purposes is the tax money used, who decides where the money is to be used, what determines how much one pays in taxes, and penalties for fraudulent tax returns.

Behavioral evaluation: each student will identify and discuss three elements that make up the tax structure.

Preparation: introduce the idea that taxes provide the government with money in order to provide certain services to the public, e.g. education, welfare, housing projects, unemployment compensation, etc. Explain to the students that they will be involved in a unit to help them learn where this tax money comes from and for what purposes it is used.

Resources: guest speaker

b. Activity: have students break up into groups of four or five. Each group role plays local government officials trying to determine what areas or concerns are in greatest need of tax money. Each group is given the same amount of money in which to spend. The teacher or counselor may help the students by giving them a list of tax expenditures in their area from the previous year. At the end of the activity, each group presents its tax budget to the rest of the class and discusses reasons why they allotted certain amounts of money for certain areas.

Behavioral evaluation: each student will identify and defend, to the satisfaction of the teacher or counselor, three tax expenditures determined by his/her group.

Preparation: same as XVIII, A, 1, a.

Resources: list of local tax expenditures, role playing.

2. Developmental objective: to recognize the change in the purchasing power of the dollar over the years.

   a. Activity: have students go to the library and look through old newspapers. They should keep a record of the date of the newspaper and the prices of national brand products that they find in the advertisements. Then have the students look for the same products in a recent newspaper and record the prices. Back in the classroom have students draw pictures of the products, labeling the old and recent prices and display them around the room.

   Behavioral evaluation: each student will list five products that have gone up in price and the difference between the old price and the recent price.

   Preparation: introduce the idea that it requires more money today to purchase most items than it did a few years ago. Explain that this increase in price is due to many factors e.g. increased cost of raw materials, increased labor costs, increased demand for the product, etc.

   Resources: newspapers, art materials.

   b. Activity: have the students pick twenty items from a grocery store to keep a record of price increases over the period of a year. Have the students make a poster with a picture of the product and a graph to show price increases. Each week a different student researches the prices of the products by going to the store or looking in the newspaper. At this time have students compute the amount of money now required to purchase these items.

Behavioral evaluation: every week each student will identify three products from the above activity and state whether the price has increased, stayed the same, or decreased.

Preparation: same as XVIII, A, 2, a.

Resources: newspaper, art materials.

B. Unit goal: to facilitate the development of knowledge concerning technology and its effect upon the world of work.

1. Developmental objective: to recognize technological effects upon the worker.

a. Activity: have the students research television and newspapers advertising technological advancements in machinery e.g. snow blowers, lawnmowers, electric grass trimmers, power hand drills and saws, etc. Then have students discuss how this technology can effect workers. For example, if everyone buys snow blowers, there would be no job market for shoveling driveways and sidewalks. But if one were to buy a snow blower, one could clear many more driveways and much faster than doing it by hand. Have students compute costs and profits of a hand snow shoveling business versus a machine snow removal business.

Behavioral evaluation: each student will list two advantages of the worker due to technology.

Preparation: explain that due to technology, working conditions, jobs, products, services and the amount of time involved in the production of goods and services have changed.

Resources: television, newspaper, and magazine advertisements.

b. Activity: allow students to make ice cream in class, having a group responsible for locating a recipe, another for buying ingredients, another for locating an ice cream maker, and another for making the ice cream and serving it. After, discuss this procedure including all the steps involved as compared to the ease of going to the grocery store to buy ice cream.

Behavioral evaluation: students will list three changes brought on by technology.

Preparation: same as XVIII, B, 1, a.

Resources: ingredients for ice cream, ice cream maker, paper cups, and spoons.

2. Developmental objective: to recognize new occupations that have emerged due to technology.

a. Activity: have students do a unit on the invention of the automobile. Allow students to research the automobile's development. Then have each student make a bulletin board having pairs of students responsible for displaying a new occupation that has grown from the invention of the car (car designer, tire manufacturer, painter, assembly line worker, uphostery worker, gas station attendant, road construction worker, traffic light manufacturer, etc.) Allow students to display their workers.

Behavioral evaluation: each student will list four occupations that have developed as a result of the invention of the car.

Preparation: introduce the idea that as a result of technology, new demands are increasing and this must be met by new occupations. Discuss that as something such as the car is invented, many jobs are provided necessitated by the invention.

Resources: library, art materials.

b. Activity: have students collect emplyment ads from the local newspaper and determine which jobs existed before the advent of technology and which jobs have emerged due to technology. If the job developed as a result of technology (e.g. medical lab technician) have students trace possible steps leading to its development.

Behavioral evaluation: each student when given ten occupations will be able to list those occupations that have emerged due to technology.

Preparation: same as XVIII, B, 2, a.

Resources: employment ads from local newspaper.

XVIII. NEED: ECONOMIC KNOWLEDGE (7-9)

A. Unit goal: to facilitate the development of basic money management knowledge.

1. Developmental objective: to understand the economics involved in buying a house.

a. Activity: have a real estate agent come to the class to speak about the process of buying a house. The speaker should talk about mortgages, settlement costs, income needed to buy a house, property taxes, homeowners insurance, title search, realtor fee, etc. Have the students tape record the speaker and develop display materials of the step by step procedure followed in buying a house.

Behavioral evaluation: each student will discuss (either orally or written) to the satisfaction of the teacher or counselor, the basic procedure for buying a house.

Preparation: introduce the idea that buying a house is a little more complicated than buying something from the store. Explain that they will be involved in a unit to help them learn some of the intricacies of buying a house.

Resources: guest speaker, art materials, tape recorder.

b. Activity: have student role play buying a house using the information they received from the previous activity. Have different students play the role of the realtor, the buyer, attorney, the seller, the insurance salesman, banker, etc. For each role play situation, a fixed income level for the buyer should be determined. Allow each student to play a different role in order to familiarize himself/herself with each part of the transaction.

Behavioral evaluation: given the price of a house, each student will be able to compute a breakdown of costs involved in purchasing the house.

Preparation: same as XVIII, A, 1, a.

Resources: role playing.

2. Developmental objective: to understand the economics involved in renting an apartment or house.

   a. Activity: guest speaker - have a real estate agent come to the class to speak about the process of renting a place to live. Topics to be covered might include responsibilities of the lessor, responsibilities of the lessee, damage deposit, termination of the lease, eviction, payment of utilities, apartment insurance, etc. Give the students a hypothetical yearly income and have them compute yearly rental costs using various monthly rent figures.

      Behavioral evaluation: each student will discuss (either orally or written) to the satisfaction of the teacher or counselor, three elements involved in renting a place to live.

      Preparation: introduce the idea that many people do not own but rent the places in which they live. Explain that both renting and owning a place to live has advantages and disadvantages and that they will be involved in a short unit to familiarize themselves with both processes.

      Resources: guest speaker.

   b. Activity: have students compare and discuss buying or renting a place to live. Have them develop a list for display of advantages and disadvantages for buying and renting. For example, buying a house, one can fix it and make improvements that will increase its value, it can be viewed as an investment, has a potential for making a profit when sold, etc. On the other hand, if one rents, there is no responsibility of maintenance on the dwelling, no property tax easier to move, etc.

Behavioral evaluation: each student will list three advantages of buying a house and three advantages of renting a house.

Preparation: same as XVIII, A, 2, a.

Resources: art materials.

B. Unit goal: to facilitate the development of knowledge of various occupations as they relate to personal economics and life style.

1. Developmental objective: to recognize economic factors that influence life style.

   a. Activity: have students develop collages for three occupations within a career cluster in which they are interested. Collages should be made up of pictures and drawings showing salary ranges, work hours, pensions, health insurance, working conditions, etc. The collage should also depict the type of lifestyle that would be associated with the occupations including type of house the person could afford, vacations, clothing, family, etc. Display collages around the classroom.

   Behavioral evaluation: each student will discuss to the satisfaction of the teacher or counselor, the life style and economics related to two occupations.

   Preparation: discuss the necessity of evaluating an occupation not only on the basis of income but also on the basis of related life style. Introduce and discuss some of the elements that make up an individual's life style.

   Resources: art materials, magazines.

   b. Activity: have various speakers come to the classroom to discuss how their occupation relates to their life style. Speakers should come from a wide range of occupations.

Behavioral evaluation: each student will discuss to the satisfaction of the teacher or counselor, how the guest speaker's life style compares to his/her projected life style.

Preparation: same as XVIII, b, 1, a.

Resources: guest speakers.

2. Developmental objective: to recognize the differences between self-employment and being employed by a firm and the effects they have on life style.

   a. Activity: have the students divide into groups and pick an occupational cluster in which to research several occupations. Then have several students within each group debate the benefits of being self employed in a certain occupation while the rest of the groups debate the benefits of working for a large firm. Then have the class discuss how these two forms of employment can affect one's life style.

   Behavioral evaluation: each student will list two benefits from being self employed and two benefits from being employed by a firm.

   Preparation: discuss various aspects of being self-employed e.g. initial financing, costs of running a business, hours, employee problems, risks, etc. Then discuss the different aspects of working for a firm, e.g. company benefits, promotions, working under someone, hours, responsibility, etc.

   Resources:

   b. Activity: have a person who is self-employed come to the class to discuss his/her business. Have the speaker focus on how the business was organized, advantages of being self-employed and any disadvantages or problems in being self employed. Then have a worker from a large firm in the same occupation speak to the students from his/her vantage point. Again, discussion should include advantages and disadvantages of working for a large firm and how life style can be affected.

Behavioral evaluation: given an occupation, each student will write a short essay contrasting the occupation from the vantage point of self-employed and firm or company employed.

Preparation: same as XVIII, B, 2, a.

Resources: guest speakers.

XVIII. NEED: ECONOMIC KNOWLEDGE (10-12)

A. Unit goal: to facilitate the development of basic money management knowledge.

1. Developmental objective: to understand the nature of saving.

a. Activity: have a representative from a local bank speak to the class about savings accounts (various types of accounts, interests rates, percentage of income that should be saved). Given a certain income, each student can compute, based on the information provided by the guest speaker, how much he/she should put into a savings account weekly and at a certain rate of interest how much he/she would have accumulated at the end of one year. (economics class; math class; home economics class)

Behavioral evaluation: each student will compute his/her income and decide how much to save and interest he/she will acquire.

Preparation: discuss with students the value of saving in a bank emphasizing interest rates and also the need for realistic appraisal of what percentage of income can go into the bank each week.

Resources: guest speaker from bank.

b. Activity: have class draw up a grocery list of about 30 items specifying weight (1 lb. fresh green beans, 12oz. can orange juice) Have students then divide into five groups and allow each group to go to a different grocery store to determine that store's cost of each item and then the total grocery bill. Have students goal be the lowest food bill while still preserving quality. Have each group, on returning, compare the prices at various stores to determine in what stores savings can be found. (math class; economics class; home economics class)

Behavioral evaluation: each student will state the value of shopping at various stores before determining where he/she will finally shop.

Preparation: discuss the fact that stores do vary in pricing items and that many of the same items have greatly differing prices. Explain that it is to their advantage to spend time locating a store where they believe savings can be found.

Resources: grocery stores located in the community.

B. Unit goal: to facilitate the development of knowledge of various occupations as they relate to personal economics and life style.

1. Developmental objective: to recognize economic factors that influence life style.

a. Activity: have students divide into two groups and have one group research various occupations in which there are numerous benefits such as life insurance, health insurance, dental coverage, sick days, and other benefits. Allow the other group to list those occupations in which few if any benefits are offered. Have the class discuss the life styles of the families of the two groups for instance if sickness or death would occur to the person employed. Allow the class to elaborate on other possible benefits such as vacation time, vacation pay, company discounts, bonuses, etc. and how these benefits effect life style.(social studies class; psychology class; guidance activity)

Behavioral evaluation: each student will list three benefits he/she believes to be important considerations for his/her desired life style.

Preparation: discuss the necessity of evaluating an occupation not only on the basis of income but also on the basis of benefits offered. Emphasize that the presence or absence of these elements may alter positively or negatively an individual's or family's life style.

Resources:

2. Developmental objective: to recognize economic investments and economic rewards associated with a particular occupation.

a. Activity: have each student examine the occupation in which he/she is interested to determine: number of years of post high school training, yearly cost of training, and probably salary after this training period as gathered from the Occupational Outlook Handbook. Then have each student compute the total cost of training and compare this with the salary for the next ten years. From this information, have members of the class determine if there is any relationship between the economic investment and economic reward. (economics class; social studies class)

Behavioral evaluation: each student will state to the satisfaction of the teacher or counselor the relationship between his/her economic investment and why this investment is considered a good risk.

Preparation: explain that when you buy an item, you first determine if it is worth the cost and that the same is true of training after high school. Often, if there is no investment as with no post high school training, the later rewards may not be as great. With law training there is a seven year economic investment but for years after, the rewards are high.

Resources: Occupational Outlook Handbook.

b. Activity: have students construct a graph based on the above information beginning with the student making the lowest economic investment through to the student expecting to make the largest economic investment. Next, have each student graph his/her total ten year income based on figures from the Occupational Outlook Handbook not taking into account changes in the economic situation or salary raises.

Behavioral evaluation: each student will examine the graph to determine (1) if his/her choice of careers is a good economic investment in terms of rewards; (2) list three occupations which according to the graph appear to have good economic rewards.

Preparation: same as XVIII, B, 2, a.

Resources: graph paper; Occupational Outlook Handbook.

XIX. NEED: ECONOMIC ATTITUDES (K-3)

A. Unit goal: to learn the importance of spending money wisely.

1. Developmental objective: to learn the importance of not buying impulsively.

a. Activity: have students read stories about children who did not buy wisely e.g. Jack from Jack In The Bean Stalk when he bought the beans (a few beans for a cow) and in Aladin's Lamp, someone traded new lamps for old ones. Discuss what would have happened if Jack's beans were not magic, was it buying implusively? What could have been the tragic results?

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one reason for not buying impulsively.

Preparation: select stories in which the main character impulsively bought or bartered for some item. Ask students if they have ever bought something too fast; without thinking about it enough.

Resources: children's stories.

b. Activity: give the students toy catalogues and tell them that they have 30 dollars to spend; tell them to spend it impulsively, trying whatever they want but that they can not decide not to buy an item after they have once chosen it. Ask the class what happened when they got to the end of the catalogue; did they run out of money? why? how could they prevent this? discuss.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one reason why one should not buy impulsively.

Preparation: talk to students about planning and how it feels to realize that you've spent your money recklessly. Suggest that when anyone is on a budget, he/she will have a better chance of being satisfied, if he/she buys things carefully.

Resources: toy catalogues.

7. Developmental objective: to learn the importance of "shopping around" before buying.

a. Activity: students discuss the importance of shopping around. Have students form small groups each of which is assigned to a store. Tell the students that they are to go to the assigned store to investigate the price and make of several toys. When students have obtained this information, the class can create a chart showing all of the prices and makes of toys available at the stores. The class then decided if one should shop around before buying.

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, one reason for shopping around before buying.

Preparation: ask students what shopping around means. Ask them if any of their parents has recently bought any big item (TV set, car, washer). Did they buy the first one they saw? Did they buy after going to several stores? Why? (or why not?)

Resources:

b. Activity: students have a buy and sell day with all students bringing in old toys which they want to sell. Students can set up toy displays using their desks. Then students buy, sell, and trade old toys. After students are finished, ask if they looked over all the items before buying and have students discuss the advantages of looking at and comparing items before buying.

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, one advantage of comparing items of several stores before buying.

Preparation: tell students that they will be having a buy and sell day. Have them bring in old unwanted toys. They should also bring in a note from their parents to inform the teacher of which toys the student may sell. Continue lesson on shopping around as a kind of planning.

Resources:

B. Unit goal: to facilitate a positive attitude toward money management.

1. Developmental objective: to know that money is a convenient system of exchange.

a. Activity: have the student look through Sears Roebuck Catalogue and find items that they want. Ask the students if they could buy the items if there were no system of money. Discuss bartering as a form of exhanging items of equal worth. Give several examples: trading baseball cards, doll clothes, marbles. Discuss the disadvantages of barter e.g. if traveling, one must take all trade items alone, items are heavy, etc. Discuss the advantage of using paper money, e.g. light, non-perishable, used state-wide, class discuss.

Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, two advantages of using paper money.

Preparation: tell students that they will be discussing the U.S system of money. Ask them what ~~their~~ parents use to buy food or how they buy candy. Suggest the universality of currency.

Resources: Sear Roebuck Catalogue and/or any catalogues.

b. Activity: have students see film of people in foreign lands and discuss whether or not they use money. Do they need it? Do they barter and with what? Discuss how people in foreign lands who farm raise the food they need and hand-make many other needed items. Why do they need money. How many Americans could grow and make all their needs? Are there many people in the entire world who don't barter? Have students role play a single average day in their lives but without the benefits of barter. What would you eat for breakfast? How would you brush your teeth?

Behavioral evaluation: each student will give to the teachers or counselor's satisfaction, one advantage of using paper money.

Preparation: same as XIX, B, 1, a.

Resources: film on foreign land(s), role playing.

2. Developmental objective: to feel that money management is important.

   a. Activity: have students think of television characters who are not good at managing money, e.g. Sanford and Son. Have the students watch the showand list ways in which the characters could improve their money managing. Have students think of ways in which this improvement could positively affect the character's life.

   Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, two positive affects "good" money management could have on someone's life.

   Preparation: discuss money management with the students. Ask students if they get an allowance. How do they manage it? Spend it on candy and toys, save it, give it away, etc. How many students don't get an allowance. How do they get money for special things? Ask for it, earn it?

   Resources:

   b. Activity: have several games around the room which involve the exchange of play money. Students can play these games for approximately one half hour. When they're finished, the teacher should ask why it was important to be good at managing money. Is it important to manage one's allowance? Why? Can having an allowance teach you anything? Who manages student's money - parents or self?

Behavioral evaluation: each student will identify two reasons for managing one's money.

Preparation: tell students that they will be given one half hour to play games. Explain to them that after these games, they will be discussing their use of the money they acquired during the game.

Resources: Monopoly, Life, other games.

XIX. NEED: ECONOMIC ATTITUDES (4-6)

A. Unit goal: to learn the importance of spending wisely.

1. Developmental objective: to be aware of disreputable sales tactics.

a. Activity: have students report on any television show they have seen in which a consumer is swindled by a salesman. The class discusses what actions this person can take; how could he/she have prevented this swindle?

Behavioral evaluation: each student will list one disreputable sales tactic the salesman on the television show used.

Preparation: discuss disreputable sales tactic; e.g. selling cars which are falling apart, high pressue advertising, etc. Bring in newspaper or magazine articles describing these tactics or particularly any cases involved currently in litigation.

Resources:

b. Activity: have the class create a scrapbook of deceitful sales tactics. Students can illustrate these sales tactics by cutting out advertisements, drawing pictures, using box labels, etc. For example, the scrapbook should include such things as signs which say $7.00 in bold print and the words "and up" in small print and labels which say new and improved. Students also can consider why sales tags might list a price as $4.99 - so that it does not look like five dollars. Is this subtle deceit? Class discusses.

Behavioral evaluation: each student will list two deceitful sales tactics.

Preparation: tell the students that they will be having a unit on sales. Ask students if they or anyone they know has ever been the victim of deceit. Are "clever" sales come-ons honest? mildly deceitful? Who are the victims?

Resources:

2. Developmental objective: to know that one can and should take action when a bad sales transaction has taken place.

   a. Activity: have a speaker from a local consumer bureau come to the class. He/she should discuss how one can take action against a seller. Students and their parents can ask this speaker questions and discuss what to do and when to do it.

      Behavioral evaluation: each student will list two actions that may be taken when one feels he/she has been the victim of a dishonest sales transaction.

      Preparation: tell students that they will be having a consumer advocate speaker come to their class. Discuss possible questions that they may want to ask. What should consumers think about when purchasing? What should they know? What powers of redress do they have? What are the local consumer advocates' organizations?

      Resources: guest speakers.

   b. Activity: have students read consumer articles which can be found in local newspapers, e.g. Mr. Fix It, Action Line, etc. These stories are usually about people who feel that they have been the victim of a sales transaction. Students can bring these articles into class and dramatize the story. A student might play Mr. Fix It and advise the other players. Class discusses the advice: should the victim follow it? Why, why not?

      Behavioral evaluation: each student will list two actions one can take when he/she feels he/she has been a victim of consumer fraud.

      Preparation: tell students they will be having a short unit on consumerism. Continue discussion of important facts for consumers.

      Resources: newspaper articles, role playing.

B. Unit goal: to facilitate a positive attitude toward money management.

1. Developmental objective: to feel that saving money is advantageous.

a. Activity: give students a dittoed sheet with this problem on it:

Yesterday you saw a bike in Mister Andy's Bicycle Store. You really wanted this bike. The bike cost sixty-five dollars but you only had five dollars. You asked your parents to buy it for you but they said no. What do you do? Check one:

a.) save up your allowance

b.) work at odd jobs and save

c.) steal the bike

d.) decide you didn't want it anyway

e.) bug your mother and father for it

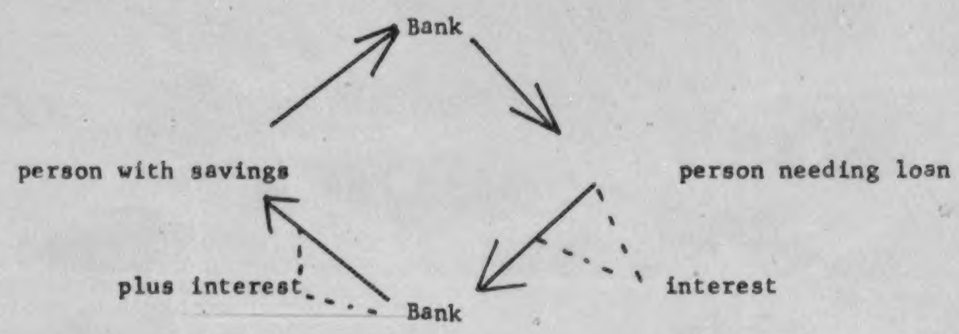
Have the class discuss the answers. Why did some of the students check answer a and/or b. Why does one save? Class discusses saving and the positive results it could have.

Behavioral evaluation: each student will list two positive results saving could have.

Preparation: discuss saving and ask if anyone in the class has ever saved. How did he/she plan it? Was it satisfying, difficult, etc.? Do any students have their own savings accounts? Why? What advantages are in it for the saver?

Resources:

b. Activity: discuss saving with the students and ask them if anyone knows what happens to money that is saved in a bank. Explain that this savings can be loaned temporarily to someone else who needs it. Perhaps this person may want to buy something which he/she has not saved up enough money for. Teacher draws a diagram and shows how the same money may be spent twice.


Bank
person with savings
person needing loan
plus interest
interest
Bank

Explain to the students that this is how they receive interest (define) on their savings. Have them pretend that they have just put some money into the bank and then have them diagram the flow of that money. Who might borrow their money and why?

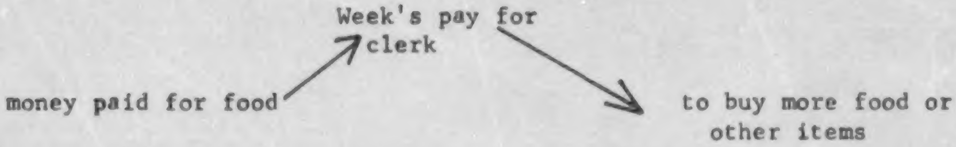
Behavioral evaluation: each student will give to the satisfaction of the teacher or counselor one reason why saving money is advantageous.

Preparation: same as XIX, B, 1, a.

Resources:

2. Developmental objective: to feel that spending money is advantageous.

   a. Activity: have students interview parents asking them how much money they spent this week and what they spent it on. Discuss what happens to the money with parents. Ask them what they would do if they couldn't spend money. When students come back to the classroom, they can discuss their parent's interview. Class and teacher discusses where money goes after it is spent. e.g.


Week's pay for clerk
money paid for food
to buy more food or other items

Explain to the students that in our economy money gets spent over and over, thus buying many items. Ask the students what would happen if money was spent only once.

Behavioral evaluation: each student will explain, to the satisfaction of the teacher or counselor, why spending money is advantageous.

Preparation: explain to the students that they will have a unit on economics. Ask them how the grocer pays for his/her food or how the shoe repairman buys shoes for his/her own family. Discuss cyclical nature of buying and spending.

Resources:

b. Activity: discuss with students how they spend their money, e.g. records, soda, etc. Ask them to imagine a world where there was no money to spend. What would happen? Have the students form three groups each of which creates and presents to the class a story about a world with no money.

Behavioral evaluation: same as XIX, B, 2, a.

Preparation: same as XIX, B, 2, a.

Resources:

XIX. NEED: ECONOMIC ATTITUDES (7-9)

A. Unit goal: to facilitate a committment to the importance of spending wisely.

1. Developmental objective: to understand that buying the most inexpensive item is not always the best buy.

a. Activity: have students bring in old items which they had bought. Some of these items should be those that were inexpensively priced, while others are items that were more expensive. Compare the items- which lasted the longest, which ones are still useable? Discuss what this means in terms of money: a more expensive pair of shoes when considered with regard to how long they will last is really more economical than an inexpensive pair which will not last. Class discusses. (guidance activity; social studies class)

Behavioral evaluation: each student will explain, to the satisfaction of the teacher or counselor how a more expensive item might be more economical to buy than a cheap pair.

Preparation: tell students that they will be having a discussion on the economics of buying and pricing.

Resources:

b. Activity: discuss the differences in the quality between an inexpensive item and a more expensive item: poorer quality material, poorer craftsmanship, etc. Have students go to stores and examine these types of products and keep a list of the differences that they see. Students present these lists to the class. Class discusses. Should one buy the inexpensive item? Why, why not? If so, when? Are the expensive items always better? What about moderately price items. (guidance activity; social studies class)

Behavioral evaluation: each student will give, to the satisfaction of the teacher or counselor, two advantages to buying a more expensive quality item and one advantage to buying a more inexpensive item.

Preparation: tell students that they will be having a unit on consumerism. Suggest the importance ofjudging individual situations when deciding to buy expensive or inexpensive items.

Resources:

2. Developmental objective: to facilitate the idea that consumers should ask questions and read guarantees before buying.

   a. Activity: have students discuss the advantages of asking questions and reading guarantees before buying. Discuss why this is advantageous consumer behavior and then have student construct surveys to determine how many people do ask questions and read guarantees. These surveys should be distributed to student's friends and neighbors. Surveys can then be tallied and students can discuss the results. (guidance activity; social studies class)

   Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, three advantageous consumer behaviors.

   Preparation: have students observe consumers in stores - do they ask questions and read guarantees? Have them ask their parents about their last major purchases. What do the guarantees say? How long do they last?

   Resources:

B. Unit goal: to facilitate positive attitudes toward money managment.

   1. Developmental objective: to know that credit can be used appropriately and inappropriately.

a. Activity: contact a local consumerism agency and have a speaker come into the classroom. He/she discusses the pros and cons of credit. He/she also discusses how one builds credit, and how he/she may obtain a credit card. (guidance activity; social studies class)

Behavioral evaluation: each student will list two ways to use credit appropriately and two ways to use it inappropriately.

Preparation: discuss credit and what it means. Tell students that they will have a guest speaker who will discuss the pros and cons of credit.

Resources:

b. Activity: have students discuss appropriate and inappropriate uses of credit as students name these uses, the teacher can write them on a separate slip of paper. Students then form two teams and a student from the first team is given one of their slips of paper and asked to pantomime the appropriate or inappropriate use of credit. Other students must guess what the student is doing e.g. inappropriate use: the student is buying everything he/she sees. (guidance activity; social studies class)

Behavioral evaluation: same as XIX, B, 1, a.

Preparation: explain to the students that they will be having a short unit on credit.

Resources: pantomiming.

2. Developmental objective: to know that investing money can be advantageous.

a. Activity: have students discuss investments. What is an investment? What do people invest? Then have the students form five groups. Each group is given an investment to research through an interview, telephone calls, pamphlets, etc. The five investments can be a house, education for a career, a car, stocks and bonds. Groups should present their projects to the class as if they were salespeople and the class were potential buyers. For example, in an education for a career, the group could explain that the training cost $2,000 but once finished the training, the student could earn $9,000 a year. Thus this yearly income and the number of years the student intends to work must be taken into consideration. The group should continue in this manner. After each group, the class discusses. (guidance activity; social studies class)

Behavioral evaluation: each student will choose the one investment which was presented by the groups and explain to the teacher's or counselor's satisfaction, why it is a "good" investment.

Preparation: discuss investments. What kind of buying is involved in investments.

Resources: each group will obtain its own resources for the projects.

b. Activity: discuss investments. What kinds of investments do students make? Explain that buying shoes and clothes can be a small investment. One invests money assuming (or hoping) that the shoes will last or that the clothes will remain stylish. Ask what other kinds of investments there are. Have the students think of things in which they invested effort and/or time. Have students keep a log of their investments for one week. The class can discuss these investments and determine which investments were "worth while" and which were not. Class discusses any small financial investments that are made. (guidance activity; social studies class)

Behavioral evaluation: each student will give one appropriate investment and one inappropriate investment that he/she made within the last week.

Preparation: define investments.

Resources:

XIX. NEED: ECONOMIC ATTITUDES (10-12)

A. Unit goal: to facilitate a committment to the importance of spending money wisely.

1. Developmental objective: to understand that the cost of buying small, inexpensive items accumulates.

a. Activity: have students estimate the amount of money that the spend each week. Ask them what kinds of items they buy: food, items that cost only a few dollars, more expensive items, etc. Have the students keep a log for one week so that they can determine the costs and types of items which they buy. Compare the amount of money that the students' estimated they spentwith the amount that they really spent. Did they overestimate? Underestimate? On what type of item did they spend the most money? (guidance activity; social studies class; economics class)

Behavioral evaluation: each student will explain, to the satisfaction of the teacher or counselor, how the cost of buying small, inexpensive items can accumulate.

Preparation: tell the students that they will be having a unit on spending money well.

Resources:

b. Activity: have students estimate the cost of the large items in their room or if they share a room, their half of the room, e.g. bed, bureau, chairs, etc. Then have them estimate the cost of the other, small items in their room, e.g. clothes, shoes, sheets, make-up, etc. Compare these two statistics, are they are about the same price? Is one higher than the other? Lower? Discuss how the cost of small inexpensive items can accumulate.

Behavioral evaluation: same as XIX, A, 1, a.

Preparation: ask the students what they think cost the most: the large, expensive items which are in their room, or the small, less expensive items. Take a class vote on this question. Set a realistic arbitrary limit on which items are considered large or small.

Resources:

2. Developmental objective: to know that one can save money by buying in quantity.

a. Activity: have students form groups with each group choosing a few items preferably food items that they will investigate. Students can go to stores to observe the prices of a single serving of their items and of several serving sizes of their items. A class chart should be kept. Class discusses the prices. (guidance activity; social studies class; economics class)

Behavioral evaluation: each student will list five ways to save money by buying in quantity, e.g. buy a three pound jar of peanut butter, a quart of mayonnaise, ten lb. bag of potatoes, etc.

Preparation: discuss how stores buy in quantity for wholesale prices. Explain how consumers can also buy in quantity at lower (not wholesale) prices, e.g. family pack of pork chops, ten pound bag of potatoes, etc. Also discuss the necessary precautions of insuring that foods won't spoil.

Resources:

b. Activity: have a local supermarket manager speak to the class. He/she should discuss how to buy in quantity. Class discusses the possibility of forming a food co-op with the speaker. They also discussother consumer buying ideas. (guidance activity; social studies class; economics class)

Behavioral evaluation: same as XIX, A, 2, a.

Preparation: same as XIX, A, 2, a.

Resources:

B. Unit goal: to facilitate positive attitudes toward money management.

1. Developmental objective: to know that one should pay back borrowed money.

   a. Activity: discuss where and how one can get a loan. Discuss the advantages of obtaining and disadvantages of obtaining a loan and have the students discuss the reasons for paying back a loan and reasons for not paying back a loan. Emphasize the reasons for paying back the loan and then have the students write a dialogue with one character who explain the reasons for not paying back a loan and an opposing character who refuses these reasons. (guidance activity; social studies class; economics class)

   Behavioral evaluation: each student will list to the satisfaction of the teacher or counselor, three reasons for paying back a loan.

   Preparation: explain to the students that they will be discussing loans.

   Resources: role playing.

   b. Activity: have a speaker from a local bank come to the classroom to explain the operation of the loan system. How one can obtain a loan, where the money comes from, etc. He/she should also explain what happens when one does not pay back a loan. Class discusses loans. (guidance activity; social studies class; economics class)

   Behavioral evaluation: each student will list to the satisfaction of the teacher or counselor, two negative consequences of not paying back a loan.

   Preparation: explain to the students that they will be having a guest speaker.

   Resources: bank guest speaker.

2. Developmental objective: to know that money spent on insurance premiums is not wasted.

   a. Activity: have students list the pros and cons of having insurance policies. Discuss the amount of money one must pay for the premium. For example, automobile insurance is it worth the coverage? What if one saved the money instead? Then have the students take a sampling of their friends and older relatives who drive to determine how many of them have used the insurance. Have the class determine the percentage of people who needed (and used) the insurance. Again discuss if the premium money is worthwhile. (guidance activity; social studies class; economics class)

      Behavioral evaluation: each student will list three reasons why the money spent on insurance premiums is not wasted.

      Preparation: discuss insurance premiums. Does anyone in the class have automobile and/or health insurance?

      Resources:

   b. Activity: have students discuss the advantages and disadvantage of insurance. Then a group of students who had been previously choosen presents a panel discussion on the advantages and disadvantages of buying insurance and discusses how one should go about choosing an insurance company. (guidance activity; social studies class; economics class)

      Behavioral evaluation: each student will list, to the satisfaction of the teacher or counselor, three advantages of having insurance.

      Preparation: tell the students that they will be discussing insurance programs.

      Resources:

XX. NEED: ECONOMIC SKILLS (K-3)

A. Unit goal: to facilitate the development of basic money management skills.

1. Developmental objective: to understand the nature of spending.

a. Activity: have students set up a mock sidewalk sale at which a wide variety of things are sold--toys, fruit, clothing, games,etc. (have students choose the articles). Each student should choose one of the commoditities to work on. These students can research their merchandise and find out how much it generally costs in that area. One studentshould be elected the salesperson for each group. That person needs to be able to make change and use currency adequately. The other students go around and "buy" with play money distributed equitably to each one, what they want, and keep a written record of what they spend. Discuss the different costs of different items and individual differences in spending patterns.

Behavioral evaluation: each student will hand in his/her record of expenditures, accounting for all money spent and goods purchases. Students will evaluate their own performance (by a "+", "-", or "0") on how well they think they managed their money.

Preparation: review materials on vocabulary and currency. Determine how much students are aware of neighborhood goods. For younger students research on merchandise pricing should be kept simple (e.g. 25¢ for a soft pretzel with mustard, 20¢ for a sugar donut).

Resources: play money, simple equipment for a sidewalk store.

b. Activity: have two students role play a scene in a doctor's office or a child care center, or a repair person's office, in which one person (the doctor, child care worker or repair person) is requesting payment for services rendered. Have the other student play the part of an individual who has received these services but does not understand why he/she must pay when he/she was not given anything concrete,. (like food or a toy or a shirt). It should be the job of the provider of services to convince the consumer of services that services are bought just like goods. Realistic rates should be used in the role play.

Behavioral evaluation: each student will state at least two services he/she or his/her family has "bought" within the last year, and explain to the teacher's or counselor's satisfaction, why these are paid for.

Preparation: expand on the distinction between goods and services to discuss payment. Purchasing can be linked to special abilities and skills as well as to food and clothing. If applicable make a destinction between private and public enterprise. If many students come from families on welfare (where services might appear "free") discuss the fact that the doctor still gets paid but by the government.

Resources: role playing.

2. Developmental objective: to understand the nature of saving.

   a. Activity: have students make a segmented mural (one small picture made by each one) depicting those things (objects or not) they'd be willing to save their money for (e.g. a basketball, a special movie, a hair clip). Then have each student identify how much time he/she would take to save the required amount and by what means (allowance, working, etc.) he/she could get the money. Have students compare their potential methods and consider the individual differences in saving patterns: some are willing to save for a long time, some are not; some want to buy large things and others small, etc. Students can consider also how much "deprivation" is involved in saving and what each person finds as the most suitable, as well as the disadvantages and advantages of saving. Behavioral evaluation: each student will identify at least two different saving plans and then explain, to the satisfaction of the teacher or counselor, his/her idea of the most sensible way to save for something desired.

Preparation: discuss the idea of saving for something wanted, for a "rainy day" or security or for some future desire. While stressing a balance between spending everything and saving everything, emphasize the individual nature of arriving at that balance, e.g. a plan that seems extravagant to one person might seem perfectly reasonable to another. Emphasize the importance of thinking about it.

Resources: art materials.

b. Activity: set up a token system for a day in which students earn tokens for reading well, getting math correct, sitting still for as long as the lesson takes, etc. With six tokens students can buy fifteen minutes informal time in the gym or playground to play by themselves or in a group. Students can either spend sets of six as they earn them or save several sets and spend a longer time playing. At the end of the day, an account should be made of everyone's tokens. How many had tokens left over? How many saved them all until the last hour? How many spent each set of six as they were earned? Some consideration might be made as to what happened (or might have) in those cases where the saved for object (free time) was not perceived as important or especially desireable. How does motivation affect saving?

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, his/her own management of tokens and give at least one reason why he/she did it that way.

Preparation: same as XX, A, 2, a; show how tokens or paper clips or bananas could be "currency" as long as they are universally or at least widely accepted, in exchange for something else. Discuss individual differences in saving (e.g. immediate, intermediate, and long range gratification).

Resources: tokens.

B. Unit goal: to promote the use of economic information in developing consumer skills.

1. Developmental objective: to be able to recognize some basic concepts of marketing.

a. Activity: have students go to a neighborhood supermarket to look at all the ways doughnuts are packaged. Have students record the price, identify weights, and quantitities and where the information is given , the unit price per pound (if this isn't given, the teacher can help students to figure it out). Students should also utilize vocabulary words such as "on sale", "on special", etc. Have students identify what the best buy would be for a class snack and buy the doughnuts, identifying the proper amount of money for each of them. Later discuss the advantages of buying in quantitiy, on sale, a less expensive brand, etc. but also some of the considerations necessary (e.g. large quantity that isn't consumed isn't a bargain, nor is a really inferior brand that doesn't provide the qualities for which it was purchased).

Behavioral evaluation: each student will identify at least two reasons why the doughnuts the class bought were the best buy for their needs.

Preparation: discuss the ways in which foods may be marketed and the varying prices of the same or similar items. Suggest that it is worthwhile to examine costs, weights, and quantitities instead of ; just picking up the first item seen. Demonstrate the value of saving even one cent on an item by hypothesizing how much money a person might have if he/she saved one cent on every doughnut he/she bought over ten years (e.g. figure three doughnuts a week, $1.56 a year, $15.60 over ten years).

Resources: doughnut funding, transportation.

b. Activity: have each student bring in the name of a toy or game that he/she has seen advertised on television (e.g. on Saturday morning cartoons) and describe what he/she thinks the manufacturing company is trying to accomplish by advertising. Ask students why they think toys and children's cereals are usually advertised on children's programs. If possible, have students consider simple, specific ways in which advertisers try to entice buyers (e.g. saying their product is the best, making consumers feel they must have it, elaborate - and costly - packaging, etc.). Encourage students to identify the influence advertising has had on them personally.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, why companies advertise.

Preparation: discuss the nature of advertising - that is meant to inform the public of goods available, but also that its main purpose is to sell those goods. Suggest that one needs to be aware of how advertising affects buyers in order to judge rationally what he/she wants to purchase.

Resources: television program(s).

2. Developmental objective: to be able to recognize the rudiments of credit buying.

a. Activity: give each student a hypothetical or play money $1000 and have him/her decide what he/she would do with it if he/she needed both a place to live and a car. If any student's family owns a home, have him/her interview his/her parents and report back to the class a simple description of mortgage payments, down payments, and bank financing. Those students whose families rent apartments or house should make a similar study on rental rates and security deposits. Have a parent or school staff member come to speak on financing a car. Discuss the advantages of being able to buy on credit (very few people can buy a car outright, fewer still a house) but also the costs of such an arrangement (interest rates). Encourage students to project themselves into a credit buying situation. Have two students role play a situation in which a person has to keep making payments to a creditor on a toy that no longer works. How does it feel? Does it seem worthwhile? Can a situation like that be avoided? Sometimes?

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, at least one reason for buying on credit and one reason for avoiding it if possible.

Preparation: suggest that there are alternatives to paying cash for items, particulary large ones, and that credit buying allows us to buy things we mightnot be able to buy at all otherwise, but stress that we pay a price for such a convenience. Explain credit costs as kinds of interest the stores or finance companies charge the consumer for "lending" him/her the money (i.e. not making him/

her pay the full cost right away).

Resources: role playing.

b. Activity: have student list all of the things they bought in the last two weeks--a candy bar, a box of raisins, a toy car. Have them identify which items they paid for themselves and which were paid for by parents or someone else. Then have two students role play a scene in which one student wants to buy something he/she can't pay for at that time. This student has to convince another to finance this expenditure. For the consumer: what sorts of information would be convincing? How much would you be willing to pay to have a pretzel financed? How much would be required? How long would you have to pay off your debt? Would it still seem worthwhile at the end of that time? For the creditor: What do you want to know before financing another's purchase? What is a fair price for your service: Will you wish later that you hadn't lent the money (because you need it or have trouble getting it back)? Then have the same students reverse roles and see if there are any differences, or have others play the scene.

Behavioral evaluation: each student will give, to the teacher's or counselor's satisfaction, at least two things about buying on credit that everyone should know before doing it.

Preparation: continue work on defining credit. Go into the costs of it more thoroughly and specifically and into the fact that you can use credit to purchase a great many articles, large or small, and that fact itself may or may not be a fortunate one.

Resources: role playing.

XX. NEED: ECONOMIC SKILLS (4-6)

A. Unit goal: to facilitate the development of money management skills.

1. Developmental objective: to be able to understand and utilize the fundamental concepts of household planning and budgeting.

a. Activity: have students break up into family sized groups. Each group role plays a family situation, at mealtime, in which one member demands steak and doesn't see why he/she shouldn't be able to have it all the time. Another might play the same role about food, e.g. expensive ice cream. The other members' job is to convince the demanding members that if special treats are planned, budgeted and/or saved for, there is a greater chance that all members will be pleased without the family's having to spend more than is affordable. Students should research the prices of the foods they use in the activity and then, with a given weekly salary, set up a reasonable and equitable schedule for purchasing the special foods.

Behavioral evaluation: each student will give at least three possible negative results from not planning or budgeting a family's food allowance.

Preparation: review the importance of planning in decision making activities and extend it to financial resources. Deal with impulse buying as something that is harmful only when it gets out-of-hand, i.e. large amounts of money, it is done often, money is critically needed for essentials, etc. Suggest that an occasional, small impulsive purchase may be healthy for one's psychological state, but that budgeting has many advantages for most of the expenditures of a family.

Resources: role playing.

b. Activity: have the class as a whole consider a hypothetical family of six children, all in school, a father who works and takes home about $450. a month and a mother who works and takes home about $350. a month. Say it is the first week in July and the parents haven't begun to think about the childrens' coming school needs in September. But they will all need new shoes and at least three new sets of clothing each. If they wait until the end of August to start thinking about it, what is the likely result? What sorts of things could parents buy now? What things would be best postponed until school opening? Could the parents start putting aside some money now? Could they estimate prices? Should they? Are they "worry warts" for thinking about all that money so soon? Would things be better if they worried about it when it got here? Students should research and estimate the cost of six pairs of school shoes and eighteen sets of school clothing and then reconsider their planning methods (or lack of planning methods). Some methods can be role played to show results.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, at least one situation in his/her own family life when predicted expenditures were planned or budgeted, and give one advantage of that process.

Preparation: same as XX, A, 1, a.

Resources: role playing, department store catalogues for aid in pricing items.

2. Developmental objective: to be able to understand various motives for saving.

a. Activity: have each student interview one of his/her parents or other adult to find out the three biggest purchases he/she ever made that were possible through saving, e.g. a car, a really good outfit of clothing, etc. Have students find out how long the savings took to be accumulated, whether it was difficult or not, whether the saver ever got discouraged or was tempted to abandon the savings project. Have students do a body pantomime of the object saved for and other students guess what it is. Then they can talk about whether they would be willing to save for such an item, or why it was more important to the parent or adult than it might be to the student. Students should include intangible items like money for education, training, insurance, hospital bills, etc. Discuss motives and the difficulties involved in saving for goods or services already spent and/or utilized (e.g. an old hospital bill).

Behavioral evaluation: each student will make a chart with drawings on the left to represent at least two tangible saved-for objects and at least one intangible saved-for object mentioned in the activity. In the middle column these will be ranked according to base expense. In the right hand column they will be ranked again according to each student's opinion of how difficult it would be for him/her to save for such an item.

Preparation: review the concept of saving and relate it to differing values and life needs.

Resources: pantomiming.

b. Activity: have students make a sunny day/rainy day collage of photographs, magazines, pictures, etc. to represent all the things they might want to have money for unexpectedly--a cheeseburger, a special football on sale for only a week, a library fine at school. The emphasis should be on the unforseen uses of money, positive or negative. Each student should be able to explain or expand on his/her contribution. Students can share their opinions on what might come along unexpectedly, that would require money and how these events could be coped with.

Behavioral evaluation: each student will pantomime one object or occurance for which he/she used previously saved money that had not been earmarked (or money that had been earmarked for something else, but was changed by the circumstance).

Preparation: same as XX, A, 2, a; suggest that having a little money for no particular purpose can be a comfortable way to allow oneself some "impulse spending" in a harmless fashion. Don't dwell on rainy day items, especially calamitous ones, but mention that some of the unexpected things that come along might not be that much fun (losing your brother's dollar) but that these situations can be eased with a little savings.

Resources: art materials, pantomiming for evaluation.

B. Unit goal: to promote the use of economic information in developing consumer skills.

1. Developmental objective: to be able to recognize the differences between necessities and luxuries.

   a. Activity: in connection with a social studies class or history class have students keep a running list of those things that might be considered necessities for them (e.g. heavy mittens for winter) but also might be considered luxuries for some other population (e.g. Hawaiian children using mittens for play). Have students reverse the process, too, to include those goods which they would consider luxuries (e.g. canoe) that would be necessities elsewhere (e.g. canoe in some of the native Filipino settlements). Have students consider the influences of differing environments and values in making such designations.

Behavioral evaluation: each student will describe, to the satisfaction of the teacher or counselor, at least two criteria he/she use(d) in categorizing necessities and luxuries.

Preparation: suggest to students that there is a difference between what is really needed to survive in health and well being and what is extravagant or just pleasure producing--but that sometimes people will not be able to agree on categorization. Suggest that cultural climates may influence opinions, as well as facts, concerning what is needed and what is luxurious (i.e. an article may actually be needed in one culture and not another, but also one culture may make its people think it needs an article, also. Do not imply that luxuries are wasteful or bad, merely that necessities come first. Stress conscious individual assessment of necessities as opposed to blind acceptance fostered by media, peer pressure, etc.

Resources: pantomiming.

b. Activity: have students break up into two teams, one to represent necessities, the other luxuries. Each team develops a list of what its members consider appropriate items for its own age group and for its own general living style. Have members of each team pantomime examples from their lists while members of the other team guess their identify. The winning team identifies the most examples correctly. Students should be encouraged to challenge one another's designations and defend their positions.

Behavioral evaluation: each student will label correctly, to the satisfaction of the teacher or counselor, at least six of the following, N for necessity and L for luxury.

ice cream

jacket

basketball

bubble gum

shoes

TV

vegetables

bus money

Where there is dispute, each student will defend (satisfactorily)his/her position.

Preparation: same as XX, B, 1, a.

Resources: pantomiming.

2. Developmental objective: to be able to identify various aspects of credit buying.

   a. Activity: have students take a field trip to the local office of a bank, or have a loan officer as a guest speaker. Students should learn about mortgage payment percentages - what is high, what is low, how it changes; car financing - what is a large loan or a small one, what is an average term for a loan, etc.; business loans - how are they different from individual loans, which conditions are advantageous for which kinds of businesses, etc. and which kinds of loans are more expensive in terms of percentage of original price. Students should associate useable information with the vocabulary involved. Also, mention can be made of revolving credit as it is used in some retail stores (see Sears Catalogue) - what does 1½% per month mean on a yearly basis? What happens when you don't pay within 30 days? How much can it cost to use credit at 9% for a 20 year home mortgage on $15,000?

for a three year car loan at 12% on $3000? a revolving charge at 1½% per month for a year on $250? (use real examples e.g. 15 year mortgage on $15,000 may cost over $10,000)

Behavioral evaluation: each student will identify local, current interest rates for a bank financed business loan of $3,500; a finance company rate for an automobile loan of $2,500; and a revolving charge account on $500. Each student will then identify in terms of percentage of original product charged for extension of credit, which loan is likely to be the most expensive.

Preparation: suggest that there are many kinds of credit and that some special companies handle nothing else. Review the vocabulary for identifying kinds of credit. Ask students to identify items in their own homes that were bought on credit, and if possible, where the credit originated.

Resources: bank speaker or/and transportation.

b. Activity: take students to the local appliance dealer and have him/her speak to students about the number of people who buy color televisions on credit. What is the minimum down payment the dealer will accept? About what percentage of his/her customers pay in full at the beginning? How many get behind in payments? How many never pay at all? What does this do to overall rates? Do customers resent paying when the television needs repairs (not warranty covered) and can't afford to make them because of the payments still outstanding on the set itself? Encourage students to ask frank questions about credit buying.

Behavioral evaluation: each student will identify at least three different ways of utilizing credit to buy a color television set (e.g. pay 75% down, the rest in weekly installments for six months;

or pay 10% down, the rest over the next two years) and indicate which he/she thinks is the best plan for him/herself and give, to the satisfaction of the teacher or counselor, at least one reason why.

Preparation: same as XX, B, 2, a; suggest there are many degrees of using credit, some more suitable for some than others, by virtue of income level, values, willingness to be in debt, etc.

Resources: television appliance speaker; transportation.

XX. NEED: ECONOMIC SKILLS (7-9)

A. Unit goal: to facilitate the development of money management skills.

1. Developmental objective: to be able to recognize the economic nature of contemporary urban family life.

a. Activity: have students make a list of all the foods and their costs that they and their families consume over a 48 hour period. This should include snacks (potato chips, coke) and meals out (hamburger after school, lunch in the school cafeteria). Then they should do the same for transportation--buses, subways and trains taken, tolls or parking fees, gasoline and oil. In class, these totals can be added and then averaged. Students should compare these with, say, rural America in the 1850's (or any time or place) by estimating the kinds of expenses people may have had then. Did they eat out often at restaurants? They didn't have automobiles, but had to feed and house the horses. What about convenience foods and snacks? What about commuterism? Discuss self sufficiency versus specialization. (social studies class; family living class; industrial arts class; guidance activity)

Behavioral evaluation: each student will list three expenses his/her family has in daily living that would not have been prevalent 150 years ago.

Preparation: suggest that a greater exchange of currency occurs as people become more dependent on others for both goods and services which they need to learn to purchase.

Resources: library materials.

b. Activity: have students take five snap shots around the house that represent general maintenance expenses that every family probably has to deal with at one time or another (e.g. leaky roof, car insurance bills, medicine bottle, etc.) Students should make a list, eliminating duplications and estimate monthly family (for his/her own family) expenditures for each item, as averaged over a year's time. Widely varying repairs (such as a leaky roof) can either be included or not depending on particular student's choice or experience (e.g. if his/her family is always having to get the roof fixed, it should be included). Selected photographs can be made into a boooklet on a local view of economic expenditures of contemporary, urban, American life and could be compared/contrasted with materials on other times and/or cultures. (social studies class; family living class; guidance activity)

Behavioral evaluation: each student will identify the two greatest expenses in his/her accounting of family maintenance economics and at least three other identified by classmates.

Preparation: same as XX, A, 1, a; expand on the modernhousehold's status as provider of only some goods and services; stress the economic base of specialization. In activity, if necessary, contribute enough items to make a fairly complete listing of household expenses. Some discussion might focus on the fact that what some people may consider an absolute necessity (e.g. health insurance) seems extraneous to others.

Resources: camera(s).

2. Developmental objective: to be able to recognize and manage personal expenses.

   a. Activity: have students list for themselves all the things they need money for within a normal one week period from Sunday night to Sunday night. Have several pantomime individual (perhaps unique) expenses for others to guess. Students should discuss which expenses they could reasonably take on for themselves (e.g. going to the movies) and which are basically parental responsibilities (e.g. perhaps lunch money) and in what circumstances these responsibilities would hold (i.e. you have to have some source of income to be responsibly for any expense). Students should identify various sources of income available to people of their general age level and location. Some discussion might evolve from the consideration of what is parental responsibility versus student responsibility. Encourage rational explanations for positions taken.

Behavioral evaluation: each student will arrive at a single monthly sum of money that would finance his/her personal expenses in the manner to which he/she is accustomed and then he/she will illustrate its break down.

Preparation: ask students how their expenses are financed - through money received from allowance, earned from jobs, given as needed (or asked for) by parents, etc. Have students evaluate each of the methods they identify and state which they feel is best.

Resources: pantomiming.

b. Activity: have students make an economic booklet on budgeting by projecting themselves as adults thirty years old. Have students break up into groups to research the costs of housing, clothing, food, etc. Have them hypothesize a certain family size, occupation(s), and annual income. These should be based on hopeful expectation - not on current family state. For these figures and information researched from groups in the field, students can develop a percentage based balanced budget on how the annual figure would be broken down. The booklet can be illustrated (e.g.

housing, 25%) and should include as many expenses as can be identified.

Behavioral evaluation: each student will give the percentages identified for at least the six largest areas of expense and label.

Preparation: suggest that while it may seem very nice to manage one's own expenses, there will be a time soon when he/she will have to manage all economic areas of his/her life. Stress the importance of information, skill development and practice and evaluation of one's own values for successful financial management.

Resources:

B. Unit goal: to promote the use of economic considerations in developing consumer skills.

1. Developmental objective: to be able to evaluate certain economic alternatives in terms of self values.

   a. Activity: set up a story situation in which a young couple lived in an adequate but definitely not luxurious apartment building. The rent they paid was about 25% of their combined incomes. The neighborhood was old and constantly changing in ethnic makeup, but the rent stayed constant. Each of the two were given raises and were promoted so that after five years, they had a good deal more income than they had when they first rented the apartment. They rather liked the apartment but began to feel that they "ought" to move. Have students discuss the elements that go into such a decision. What is the nature of the pressure on the consumer to live as "high" as he/she can afford? What is the nature of the association between level of consumption and presumed level of worth? What are some other uses this couple could make of their extra money if they didn't move? Would it seem odd to students if the couple stayed? How would their economic consumption patterns change if they did move to a more expensive apartment? Would there be concomitant rises in other expenses? Students can challenge one another's conclusions and several varying groups could role play the results of settling on one alternative or the other.

Behavioral evaluation: each student will give and rank according to his/her opinion of worth, three alternatives the couple had and give, to the satisfaction of the teacher or counselor, one reason why the first choice would be best for him/herself.

Preparation: stress the importance of knowing one's own values in consumer decision making and of being able to resist pressures if they encourage buying for buying's sake. Suggest that some forms of group advertising and particularly some aimed at lower economic groups, may put undue stress on a "need" to accumulate possessions.

Resources: role playing.

b. Activity: have the class make a symbols collage to represent the single thing - object or not - that each student would buy with a hypothetical $1000. To make their individual contributions, students should research their choices to develop an economically realistic vantage point. For example, a student might use a travel brochure for a special vacation trip, but he/she should plan transportation, lodging and other fees, or a student might use a toy boat to represent a certain kind dreamed - about boat, but he/she also indicate the cost of the real boat and how far the $1000 would take him/her in the purchase of it. Other inclusions might represent a motorcycle or part of a down payment on a car, or tuition fee. Symbols should be colorful. (guidance activity)

Behavioral evaluation: each student will identify three of his/her classmates' things to buy and describe the part of the $1000 would play (e.g. complete purchase, complete down payment, partial purchase, etc.) in the purchase of each. Then each student will relate each choice to one value (e.g. boat: : fun: tuition: :education).

Preparation: discuss the necessity of obtaining and using economic facts in decision making related to consumer patterns.

Resources: art materials.

2. Developmental objective: to be able to associate the effects of various amounts of credit buying with some elements of life style.

   a. Activity: have students break up into two groups. One group, incorporating previous work done on credit, lists all the advantages of credit and being able to use it. The other group lists all the disadvantages. Each group should try to convince the other of its point of view in a game by making a statement regarding the advantages of its position. The other group must then make a statement challenging, refuting, or clarifying the first staement. The leader should be moderator, accepting statements or not.

   For example:

ADVANTAGES GROUP	DISADVANTAGES GROUP
"With credit you can buy all kinds of great stuff when you don't have the cash".	"Yes, but you pay for it sometime and actually pay more for it".
"Credit can allow you to take advantage of sale prices when you don't have cash and still save above the price of the credit".	"Yes, but the item should be one you know you need and planned to purchase".

   Behavioral evaluation: each student will place him/herself on the continuum and give, to the satisfaction of the teacher or counselor at least two reasons for his/her designation.

BEST BUYING POLICY

NO CREDIT EVERYTHING ON CREDIT

/ / / / / / / / / / / /

Resources:

b. Activity: have each student make a clay figure representing the "Creditee". These can be free form, abstract, realistic, etc. They may be represented as a flashy, flamboyant dresser who is self confident and proud, or a downtroddent and insecure head of the family, a Secure Moderate, and Austere Reluctant, etc. The figures should be mixed and the students should try to guess each other's figures and the messages (and guess who made each). (guidance activity)

Behavioral evaluation: each student will describe his/her clay figure in three adjectives or phrases listed in descending order of prominence. For example

feels free
well thought out decsions
in control of payments

insecure
afraid
over-extended

Preparation: review the problems associated with over buying on credit, but stress the positive use of it (rather than total abstinence) as it allows for some stable securities (a home) or necessities, (a car). Emphasize rational control.

Resources: clay materials.

XX. NEED: ECONOMIC SKILLS (10-12)

A. Unit goal: to facilitate the development of money management skills.

1. Developmental objective: to be able to recognize the economic nature of contemporary urban family life.

a. Activity: have students divide into two teams, the first team composed of those students who plan or want to leave home following high school (or willing to play the role) and those who expect or want to stay home (or those willing to play the role). The at-home group should research the approximate costs to a family of an eighteen year old who does not contribute at all to the family finances (or who does contribute a specific amount). The other students should research the costs of being on their own - rental costs, food, utilities, clothing, transportation, etc. Each team should try to convince the other that its own position is the most advisable in terms of expense to self and to family (other considerations such as eagerness to be on one's own or to relieve parents should also be made). Students electing to stay at home should consider how much in the way of financial contribution they "ought" to make (e.g. nominal rent? weekly contribution to food?) and the ways in which they might make the money to do it. (social studies class; family living class; economics class; guidance activity)

Behavioral evaluation: each student will state his/her own position on the question of staying at home or not and give, to the satisfaction of the teacher or counselor, three ways in which he/she could fulfill the economic obligations he/she feels go along with the position taken.

Preparation: continue work on family costs and connect these to the growing independence of the student. Stress the necessity for the individual to evaluate his/her own particular values, maturity level, environmental press, etc.

Resources: role playing.

b. Activity: have students break up into groups. Each group should represent a different sized family in different life stages (e.g. young couple just married, family of two young children, family of four teenaged children, etc.). Develop a budget from previous activities and agree on three desired items (e.g. color television, good couch, nice car) and have each group develop a tentative plan of when and how to purchase them (assuming family size remains stable). Necessities have to be considered, along with credit rated and philosophies (i.e. how much to buy on credit), etc. Have students share and discuss their plans and challenge one another's assessments. (social studies class; family living class; economics class; guidance activity)

Behavioral evaluation: each student will give at least two examples of items he/she has purchased (or plans to purchase) by saving and/or planning and will describe to the satisfaction of the teacher or counselor, the plan incorporated.

Preparation: discuss the necessity to evaluate one's own economic situation when planning to make purchases. Suggest that a family of six needs to consider a different set of "presses" than does a young couple without children.

Resources:

2. Developmental objective: to be able to manage personal expenses.

a. Activity: have students make a two part poster title BROKE. The first part should represent the way it feels to be broke: frustrated, depressed, resigned, expected, etc. The second part should represent ways to alleviate the condition. Students can use any materials - photographs, pictures, drawings and should discuss the individual differences in the reactions to being broke and in remedies. Emphasis should be placed on the variety of ways a student can earn money and special attention can be paid to the being in control of, rather than the victim of one's own economic needs. (social studies class; economic class; psychology class; guidance activity)

Behavioral evaluation: each student will identify, to the satisfaction of the teacher or counselor, the way in which he/she manages his/her own expenses and will also identify the source(s) of his/her personal income.

Preparation: discuss with students what they have in the way of personal expenses (dating, transportation, etc.) and how they handle them. Encourage frank appraisals.

Resources: art materials.

b. Activity: have students construct a model to represent the sources they predict will finance the first two years after they leave school. Training, tuition and living expenses would be considered along with parental support, salary, and/or scholarships. Models should be developed from any media - clay, drawings, charts, junk collage, blueprinting, etc. Students should share their work and evaluate considerations made. (social studies class; economics class; guidance activity)

Behavioral evaluation: each student will identify two plans for financing his first two years out of school made by other students and also his/her own which he/she will rate for adequacy on an arbitrary scale (one to five with one being wholly adequate). Individual counseling sessions should follow.

Preparation: determine how much students have planned the costs of the years immediately following school. Can they make a rough statement of what they'll need? Obviously, this requires some clarification of specific plans. Do they have any idea where it will come from? Do those who plan to work right away know realistically what they'll earn? what they'll need? Do those planning further training know how to finance it or where to go for aid?

Resources: art materials.

B. Unit goal: to promote the use of economic consideration in developing consumer skills.

1. Developmental objective: to be able to associate consumer patterns with career choices.

    a. Activity: have students break up into several groups of four or five each. Each group should choose a particular job to represent, one they are interested in or one that seems appealing in a fantasy way or even one they have rejected. Then each group investigates the salary levels, likely living arrangements, general life style. From these considerations, each group should develop a simple general pattern of consumption that would be appropriate and role play it (e.g. shopping for a yacht, paying off several loans, buying a certain kind of house, using food stamps, etc.). Other students should try to guess the general level (professional, skilled, etc.) of the occupations portrayed. (economics class; social studies class; family living class; guidance activity)

    Behavioral evaluation: each student will identify the two occupations among those portrayed that he/she considers the furthest from one another (at polar opposites) and give, to the satisfaction of the teacher or counselor, at least two distinctive qualities of consumption style or level that led to that identification.

Preparation: review work on life style and compare it to consumer styles. Encourage a general discussion of individual consumer variations withing a single economic grouping as well as across groupings.

Resources: sources for job information (career center, union literature, etc.)

b. Activity: have each student make an illustrated graph or chart which first labels probable career, an alternative career, and then projects a basic consumer pattern for one year after high school, ten years and twenty years after high school. Patterns should include what type of living quarters, what kind of car, what kind of food, etc. Shifts from time periods should be accounted for (e.g. much more money for house after fifteen years than after one because my career promises promotions and better salaries) as well as significant shifts from the preferable to the alternative career (if the original choice is lawyer and the alternative is letter carrier, some notation of varied consumption patterns should be made). (social studies class; economics class; guidance activity)

Behavioral evaluation: each student will in a counseling interview, reconcile, to the counselor's satisfaction, his/her projected career with projected consumer patterns.

Preparation: same as XX, B, 1, a.

Resources: art materials.

2. Developmental objective: to identify one's own position on the use of credit buying through the use of economic information and incorporated

self values.

a. Activity: have each student (or groups of two or three) select a single, large item he/she would like to purchase (car, house, stereo system) and research it. Students should give themselves a hypothetical yearly salary (matched as closely as possible with probable career choice salaries) and set about to find out how to purchase the item. They should identify cost of the item, rate at which the interest is charged, length of time over which payments would be made, the monthly payment, the total amount of money the credit would cost and the percentage that that amount is of the original purchase price. These figures could be charted or graphed or just identified. Students should also consider various compromises and alternatives to the original item e.g. a smaller television, or a motorcycle without some of the originally preferred extras. (math class; economics class; social studies class; guidance activity)

Behavioral evaluation: each student will identify the range (from highest to lowest) of finance rates encountered by classmates and the percentage of the original price charged for his/her own purchase (over the specified time) for the extension of credit. In addition, each student will answer the question - Is it worth it? by a "yes" or "no", and give to the satisfaction of the teacher or counselor, at least one reason why.

Preparation: review work on the elements of credit buying, while stressing the need to incorporate factual information (how much will it really cost?) with self values (do I really want it that much?).

Resources:

b. Activity: have several students over eighteen write for a credit card for a gasoline company, local department store or chain store. Have students note all the reasons they are refused (if they are) the extensions of credit (age, no previous credit rating, not employed, marital status, etc.). In addition, a consumer lawyer, or other expert, should speak to the class on the legal aspects of credit company behavior - what is illegal discrimination (e.g. against Blacks, Puerto Ricans, women, men with many children, etc.) and what is illegal use of credit information (i.e. confidentiality regulation, etc.). Other students should investigate the positive aspects of credit (by speaking to bank mortgage officers, etc.) and so a simple evaluation on their own family's life style if credit didn't exist at all. Together students should be able to come up with a reasonably comprehensive booklet on credit (which could be circulated) - what you have to be or do to get it, what obligations creditors have, creditees have, what creditors cannot do legally (or what they can do), how to use credit purchasing (what percentage bankers consider most reasonable for particular income groups though this may vary considerably among bankers, how people finance homes, cars, vacations, improvements, children, etc. (economics class; social studies class; guidance activity)

Behavioral evaluation: each student will list five things he/she will probably buy on credit, and give, to the satisfaction of the teacher or counselor, one reason why for each.

Preparation: same as XX, B, 2, a; stress integration of disadvantages and advantages of credit to come up with a balanced usage of it.

Resources: consumer expert speaker.

RESOURCES CITED IN UNIT MATERIALS

BY AREA OF CONCERN K-12

SELF VOCABULARY

Life Career Game
Western Publishing Co.
1220 Mound Avenue
Racine, Wisconsin 53404

My Book About Me
Dr. Seuss
Random House
New York, New York

Sears Catalogue
Sears Roebuck Co.
Philadelphia, Pennsylvania

UNICEF dolls
U.S. Committee for UNICEF
331 E. 38th Street
New York, New York

SELF KNOWLEDGE

Free To Be
Marlo Thomas, Ms.
Columbia Records
New York, New York

An Introduction to Values Clarification
Educational and Consumer Relations
J.C. Penney Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Job-O
CFKR Career Materials
P. O. Box 4
Belmont, California 94002

School Values Auction Game
Educational Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Search for Values
Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

When I Grow Up I Want To Be
Instructo Corporation
Paoli, Pennsylvania 19301

SELF ATTITUDES

Black Box
Maclaster Scienctific Co.
Rt. 111 and Everett Turnpike
Nashua, New Hampshire 03060

Dimensions of Personality
Pflaum Co.
38 West Fifth Street
Dayton, Ohio 45402

Discovering Your Personality
Guidance Associates
757 Third Avenue
New York, New York 10017

DUSO Kits, Levels I and II
American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55401

Understanding Our Feelings
Instructo Corporation
Paoli, Pennsylvania 19301

Why Do We?
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

CAREER VOCABULARY

Dictionary of Occupational Titles
U.S. Department of Labor
U.S. Government Printing Office
Washington, D.C. 20402

Occupational Outlook Handbook
U.S. Department of Labor
U.S. Government Printing Office
Washington, D.C. 20402

People We Know
Learning Resource Center, Inc.
10655 S. W. Green burg Road
Portland, Oregon 97223

People Who Influence Others
Guidance Associates
757 Third Avenue
New York, New York 10017

People Who Make Things
Guidance Associates
757 Third Avenue
New York, New York 10017

People Who Organize Facts
Guidance Associates
757 Third Avenue
New York, New York 10017

The Wonderful World of Work
Denoyer-Geppert
5235 Ravenwood Avenue
Chicago, Illinois 60640

CAREER KNOWLEDGE

Career Counseling Films
Pennsylvania Guidance Service Center
5301 Jonestown Road
Harrisburg, Pennsylvania 17112

Career Decisions: Finding, Getting, and Keeping a Job
Educational and Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Career Values: What Really Matters to You
Guidance Associates
757 Third Avenue
New York, New York 10017

Careers and Lifestyles
Guidance Associates
757 Third Avenue
New York, New York 10017

Discovery
Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Exploring the World of Work
Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Getting and Keeping the Job You Want, Part II
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

My Mother Works
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

PENNscrpt
PENNscrpt Production Center
5301 Jonestown Road
Harrisburg, Pennsylvania 17112

Worker Charades Game
Educational Achievement Corporation
P.O. Box 7310
Waco, Texas 76710

When I Grow Up I Want To Be
Instructo Corporation
Paoli, Pennsylvania 19301

CAREER ATTITUDES

The ABC's of Getting and Keeping a Job
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Career Decisions: Finding, Getting, and Keeping a Job
Educational and Consumer Relations
J. C. Pennedy Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Career Values: What Really Matters to You
Guidance Associates
757 Third Avenue
New York, New York 10019

Discovery
Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Foundations for Occupational Planning
Singer Education and Training Center
1345 Deversey Parkway
Chicago, Illinois 60614

Game Sim Series I
California Learning Simulations
750 Lurline Drive
Foster City, California 94404

Jobs and Gender
Guidance Associates
757 Third Avenue
New York, New York 10017

Kuder Interest Inventory Form E
G. Frderic Kuder
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Vocational Decisions
Singer Education and Training Center
1345 Deversey Parkway
Chicago, Illinois 60614

What Do You Expect of Others
Guidance Associates
757 Third Avenue
New York, New York 10017

What Happens Between People
Guidance Associates
757 Third Avenue
New York, New York 10017

CAREER SKILLS

Discovery
Scholastic Book Service
Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Dictionary of Occupational Titles
U. S. Department of Labor
U. S. Government Printing Office
Washington D. C. 20402

Exploring the World of Work
Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Kuder Interest Inventory Form E
G. Frederic Kuder
Science Research Assoicates
259 East Erie Street
Chicago, Illinois 60611

Occupational Outlook Handbook
U. S. Department of Labor
U. S. Government Printing Office
Washington D. C. 20402

EDUCATIONAL ATTITUDES

Dottie and Her Dad
American Dental Association
Bureau of Audiovisual Service
211 East Chicago Avenue
Chicago, Illinois 60611

Education: Who Needs It?
Counselor Films, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103

Henry Plans Ahead
Modern Talking Picture Service
J. P. Milley and Son, Inc.
2009 North Third Street
Harrisburg, Pennsylvania 17105

How to Succeed in High School by Trying
Guidance Associates
757 Third Avenue
New York, New York 10017

Others' Values/Your Values: Understanding Values
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Seeking Independence
Guidance Associates
757 Third Avenue
New York, New York 10017

DECISION MAKING VOCABULARY

Decisions and Outcomes - Deciding
College Entrance Examination Board
Box 259
Princetown, New Jersey 08540

Career Resource Center
Norma Mountan
North Hills School District
4900 Perry Highway
Pittsburgh, Pennsylvania 15229

"Work Values and Academic Achievement"
N. Sprinthall
Vocational Guidance Quarterly, September 1966

DECISION MAKING KNOWLEDGE

Discovery
Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Life Career Game
Western Publishing Co.
1220 Mound Avenue
Racine, Wisconsin 53404

Making Decisions
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

DECISION MAKING ATTITUDES

Career Decisions: Finding, Getting and Keeping a Job
Educational and Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Career Values: What Really Matters to You
Guidance Associates
757 Third Avenue
New York, New York 10017

Counseling in Vocational Decisions
Singer Education and Training Center
1345 Deversey Parkway
Chicago, Illinois 60614

Future Shock
Alvin Toffler
Random House
New York, New York

An Introduction to Values Clarification
Educational and Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Job-O
CFKR Career Materials
P. O. Box 4
Belmont, California 94002

Jobs and Gender
Guidance Associates
757 Third Avenue
New York, New York 10017

Making Decisions
Eye Gate House
146-01 Archer Avenue
New York, New York 11435

Valuing: A Discussion Guide for Personal Decision Making
Human Development Institute, a Division of IDI
166 East Superior Street
Chicago, Illinois 60611

The World of Work
Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Your Attitude is Showing
Science Research Assoicates, Inc.
259 East Erie Street
Chicago, Illinois 60611

DECISION MAKING SKILLS

Life Career Game
Western Publishing Co.
1220 Mound Avenue
Racine, Wisconsin 53404

ECONOMIC KNOWLEDGE

Occupational Outlook Handbook
U. S. Department of Labor
U. S. Government Printing Office
Wahington D, C. 20402

ADDITIONAL HELPFUL RESOURCES

THEORIES

Essays on Career Education
Northwest Regional Education Laboratory
Portland, Oregon

Guidance for Disadvantaged Urban Youth
ed. Edmond C. Hallberg
APGA Reprint Series #3
1607 New Hampshire Avenue N. W.
Washington, D. C. 20009

Guidance Monograph Series IV
"Career Information and Development"
Houghton Mifflin Co.
Boston, Massachusettes

Guidance Monograph Series VI
"Guidance for Disadvantaged Youth"
Houghton Mifflin C.
Boston, Massachusettes

Preparing Instructional Objectives
Robert F. Mager
Fearon Publishers
Palo Alto, California

Review and Synthesis of Foundations
Edwin Herr
Information Series No. 61
VT 014 805

The Systems Approach: An Emerging Behavioral Model for Vocational Guidance Research and Development Series No. 45
Center for Vocational and Technical Education
Ohio State University
Columbus, Ohio

PRACTICE

ACT Nationwide Study of Student Career Development: Summary of Results and Handbook for the ACT Assessment of Career Development (ACD)
American College Testing Program
Iowa City, Iowa

The Art of Developing a Career; A Helper's Guide
Theodore W. Friel and Robert R. Carkhuff
Human Resource Press
Amherst, Massachusetts

Career Development Activities, Grades V, VI, and VII
Abington School District
Abington, Pennsylvania

A Career Development Guide for West Virginia Teachers
Duane Brown, Stephen Feit and Barbara Judy
University of West Virginia
Morgantown, West Virginia

Career Education K-6
Department of Occupational Education
1255 Boylstown Avenue East
Seattle, Washington 98102

Career Education Resource Guide
Rupert N. Evans, James E. Bottoms, Kenneth B. Hoyt and Jack C. Willens
General Learning Corporation

Career Guidance for Inner-City Youth in Action: The Developmental Career Guidance Project
Career Development Programs
Ohio State Department of Education
Columbus, Ohio

Elementary School Guidance: Demonstration and Evaluation
G. Dean Miller, Moy F. Gum and Donald Bender
Pupil Personnel Services Section
Minnesota Department of Education
St. Paul, Minnesota

Guidelines for Establishing Career Resource Centers
Clarence A. Dittenhafer and James P. Lewis
Pennsylvania Department of Education
Research Coordinating Unit, Box 911
Harrisburg, Pennsylvania 17126

K-12 Guide for Integrating Career Development into Local Curriculum
Harry Drier, Jr. and Associates
Charles A. Jones Publishing Co.
Worthington, Ohio

Project "EVA" (Early Vocational Awareness) for Elementary Schools, Pilot Project in Three Schools
Highline Public Schools
District No. 401, King County
253 South 152nd Street
Seattle, Washington 98148

Utah Model for Career Guidance K-12
Utah State Board of Education
Salt Lake City, Utah

FOR FURTHER RESOURCE LISTINGS, SEE ELEMENTARY AND SECONDARY BIBLIOGRAPHIES

Pennsylvania Guidance Service Center
5301 Jonestown Road
Harrisburg, Pennsylvania 17112